DOCUMENT RESUME

ED 170 932 EA 011 710

AUTHOR Rubel, Robert J.
TITLE Theoretical Perspectives on School Crime and Poverty. Summary Volume.
INSTITUTION Institute for Reduction of Crime, Inc., College Park, Md.
SPONS AGENCY Department of Health , Education, and Welfare, Washington., D.C. Office of the Secretary.
PUB DATE Mar 79
NOTE 180p.; For related documents, see ED 155 816-826, ED 157 180-201, and ED 158 364-370; Sample Forms may not reproduce clearly due to small print

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Behavioral Science Research; *Behavior Theories; Delinquent Behavior; *Disadvantaged Youth; Elementary Secondary Education; Prevention; School Environment; *School Vandalism; Sociocultural Patterns; Student School Relationship; Student Teacher Relationship; *Summative Evaluation; *Vandalism; *Violence

ABSTRACT

This volume summarizes, analyzes, and discusses the 52 papers on theoretical perspectives of school crime and poverty solicited by the National Council on Crime and Delinquency (NCCD) for the purpose of illuminating findings from the "Safe School Study Report to Congress." It also analyzes 12 papers not included in the original NCCD solicitation. Because the articles produced under the NCCD contract totalled almost 2,000 pages, this volume is designed to give enough of an overview of each article to permit readers to decide for themselves whether or not to seek out the original paper. For the benefit of federal, state, and local-level decision-makers and researchers, the reviewer has made narrative comments concerning the value each paper has for various audiences. These narrative comments are set apart from the summary of each paper. The content of this volume can be viewed in three parts. First, the body of this work summarizes each author's article and briefly discusses major ideas, particular problems, and implications for further research. Second, appendices A and B provide various cross-referencing systems that can be used for selecting certain readings within the overall collection. Third, appendix D provides information relating the grading of documents across clarity, novelty, and utility dimensions. (Author/MLF)

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SUMMARY VOLUME

THEORETICAL PERSPECTIVES ON SCHOOL CRIME AND POVERTY

March, 1979

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This document was developed under order number SA-78-9727 from the Office of the Secretary of HEW. The points of view or opinions stated in this document are those of the author, and do not necessarily represent the official position or policies of U.S. Department of Health, Education, and Welfare.

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INTRODUCTION

The field of study commonly referred to as "school crime and violence" is relatively new. It began in the late 1960s and early 1970s as school districts started responding to increased costs of property destruction and serious threats of student riots by forming offices of school security. As these offices began collecting information on the nature and extent of crime and violence in their schools, nationally aggrigated figures first began to appear. School systems developed wide ranges of "intervention programs" to deal with perceived problems, professional associations made "position statements" condemning crime and violence, and Congress held hearings in an attempt to establish a common viewpoint.

Unlike most other fields of study in our current times, the area of "school crime and violence" has been created by pragmatic action rather than by academic study. This point is particularly important, for it helps to explain the seemingly unending flow of unrelated and uncoordinated local programs and policies, all of which are aimed at trying to curtail the amorphous entity called "school crime." Further, all this local iniative has taken place amidst lively post hoc academic debate over whether or not "violence problems" in schools are out of proportion to what should reasonably expected, considering the tremendous 25-year increase in numbers of youth attending schools, and the concurrent influx into schools of expensive and modern instructional equipment. In any event, academicians are now becoming involved in many aspects of this field, and papers outlining theories of school-based deviancy are at last beginning to appear. This collection of theory papers is one such appearance.

Background

In late 1974, Congress required HEW to conduct a study to determine the nature and extent of school-based crime and violence, and to determine what schools and school systems were doing to combat this problem. Within nine months, the National Institute of Education, which was charged with collecting much of this information, prepared to release the Request for Proposal" (RFP) for the Safe School Study.

In the course of the HEW internal review of the RFP guidelines, the Office of the Assistant Secretary for Planning and Evaluation (ASPE) noted that this proposed study was about to be conducted in a field which was ill defined and poorly understood.

At this point, ASPE decided that it would be consistent with the intent of Congress to develop a collection of papers exploring theories of school-based crime. It was expected that such a collection could be prepared for release concurrent with release of the Safe School Study, itself.

By early 1976, ASPE had released its own RFP to collect papers on "Theoretical Perspectives on Poverty and School Crime." The contract was awarded to the National Council on Crime and Delinquency's Research Center in Davis, California. Work began on June 15, 1976; manuscripts were solicited beginning in early July; and manuscripts were due back to NCCD from authors by late Fall of that year.

For a variety of reasons -- but primarily because of the unexpectedly large response of interested scholars -- deadlines were continually passed. Whereas all works were originally due to HEW in a final edited form by February, 1977, in actuality raw works were still being collected from authors at that time. The final assembly of papers were turned in to ASPE in early 1978.

When turned in, works were in two volumes. Volume One consists of forty papers totalling 1,560 pages. Volume Two consists of twelve papers totalling 287 pages. All papers in Volume One are edited, and conform in style, tone, and format. Papers in Volume Two are not edited: indeed, many still contain editorial notes on the author's original text. Papers in the second volume were judged either too short or too tangential to the stated topics to be included in the edited volume. (SPECIAL NOTE: A third volume is anticipated. Twelve published papers that have come to this reviewers attention -- and which are directly germain to this subject area -- were analyzed and graded along with the papers collected by NCCD. Since these are published works, permission from authors to include their works in a third volume is required. ASPE is currently in the process of collecting these required permissions, and the third volume should be available by the Summer of 1979. Sources for papers in Volume Three are listed in Appendix C.) Purchase information for Volumes One and Two is listed below.

Purpose of This Volume

Because the articles produced under the NCCD contract totalled almost 2000 pages, ASPE commissioned this SUMMARY VOLUME for the primary purpose of guiding readers to the longer, original works. In that light, this volume is designed to give enough of an overview of each article to permit readers to decide for themselves whether or not to seek out the original paper.

A secondary use of this volume concerns Federal, State, and local-level decision-makers and researchers. The reviewer of these papers has made narrative comments, as applicable, concerning the value each paper has for various audiences. Since these narrative comments are set apart from the summary of each paper -- and since the headings of the comments are self-

explanatory -- no further comment is here required.

Content of This Volume

This volume summarizes, analyzes, and discusses the fifty-two papers on theoretical perspectives of school-crime and poverty solicited by NCCD for ASPE, for the purpose of illuminating findings from the Safe School Study Report to Congress. It also analyzes twelve papers not included in the original NCCD solicitation.

The content of this volume can be viewed in three parts. First, the body of this work, which summarizes each author's article and briefly discusses major ideas, particular problems, implications for further research, and so forth. Second, Appendices A and B, which provide various cross-referencing systems which can be used for selecting certain readings within the overall collection. Third, Appendix D. which provides information relating to the grading of documents across clarity, novelty, and utility dimensions.

How To Obtain the Supporting Volumes

Supporting Volumes One and Two can be purchased from the National Technical Information Service, Springfield, Virginia 22161. Volume One carries the document code PB 279529, costs $45 in hard copy and $6.75 in microfiche. Volume Two carries the document code PB 279530, costs $9.25 in hard copy, and $3.00 in microfiche. As previously mentioned, Volume Three is not yet available, but a listing of sources for the individual papers is provided in Appendix C.

DOCUMENT A

AN AESTHETIC THEORY OF SCHOOL VANDALISM
Allen, Vernon L. and David B. Greenberger
University of Wisconsin

SUMMARY: After a brief and excellent survey of current vandalism typologies, authors go on to describe why this crime category is so difficult to understand. They astutely observe confusion resulting from calling "vandalism" any act resulting from unexplained events that caused damage. Authors explain that this confusion makes it doubly hard to understand the "causes" of vandalism.

This paper, in attempting to enlighten audiences on causes of vandalism, focuses not on an all-encompassing theory, but only on the "environmental or stimulus characteristics in destruction."

In discussing the aesthetic theory of vandalism, authors overview the concept that destruction of itself can have creative and rewarding aspects: that destruction can be stimulating and fun. From this position, arguments lead to ways situational/environmental variables can increase or decrease the aesthetic pleasure of destruction. These variables include: COMPLEXITY; EXPECTATIONS; NOVELTY; PSYCHOPHYSICAL PROPERTIES; and ORGANIZATION (patterning/grouping). Laboratory experiments to test strengths of these variables are discussed. Statistical findings are presented in charts and in tables.

The most fundamental conclusion was that "school vandalism could be greatly reduced simply by making it a less enjoyable experience for participants." Numerous recommendations for accomplishing this goal are provided, including recommendations about building materials and structural design. Recommendations for students and staff at the local school level are also included.

MAJOR IMPORTANT IDEAS: Cohen's typology of vandalism is probably the most useful one currently in existence. It accounts for virtually all subsets of vandalism (acquisitive; tactical; ideological; vindictive; play; and malicious). Anyone working in this field should be familiar with it.

The way objects look before and after destruction has major impact on whether that object (after repair) or similar objects (if a repeating pattern) will be vandalized.

FEDERAL POLICY IMPLICATIONS: The idea that the "vandalism" label is applied AFTER THE FACT and as such is a catch-all term used to explain otherwise unexplainable damage is insightful. What this says is that unless the sub-categories of vandalism are known and understood, it is impossible to conduct vandalism-prevention programs. Recommendation: support programs/policies/research in the VANDALISM arena only when it can be demonstrated that all parties understand the clouded nature of current use of this term -- and provide explanations of ways they propose avoiding perpetuating the problem.

LOCAL POLICY IMPLICATIONS: That an analysis of sites-at-risk can be made according to the six noted variables controlling solicitation to vandalism on the parts of schools has important ramifications at the local level. For example, examination of frequently vandalized areas for clues regarding aesthetic pleasure derived from destruction should be an accepted routine.

That vandalism is a catch-all term with a variety of sub-categories (see Cohen's typology) should warn school or school district administrators that vandalism prevention strategies must follow from carefully analyzed categorization of TYPES of vandalism incidents. That is, where there is centralized recording of "vandalism incidents," additional sub-categories of "vandalism" should be established in order to better interdict unwanted behaviors.

PROBLEMS: Research methodology -- The findings of the laboratory experiments may be somewhat biased in that the subjects were college students. This is most likely to make a difference on the finding that "stimulus complexity" of the object to be vandalized affects the likelihood that it will, indeed, be vandalized. Since it is fair to presume that college youth are somewhat more oriented toward complex stimuli than are a sampling of vandals (which, by the way, has never been done), it follows that some degree of bias will be reflected in the conclusion that increased stimulus-complexity highly correlates with increased target-selection.

IMPLICATIONS FOR FURTHER RESEARCH: Particularly noteworthy is that FIRE "has all the stimulus characteristics that assure a very high hedonic value." Fire analysis along the lines discussed in this chapter would be very interesting from a prevention point of view. Fires in schools are by far the most costly single-act occurrences in terms of monetary loss.

DOCUMENT B

THE MASS MEDIA AND SCHOOL CRIME
David L. Altheide
Arizona State University

SUMMARY: It is the major premise of this article that youth crime (including crimes taking place in schools) are heavily shaped and publically defined by the media's presentation of culturally acceptable and unacceptable behavior.

Research into effects of heavy media saturation show certain cumulative effects. Among findings discussed are: the sense of "extended kin groupings" felt between TV viewers and constantly reappearing "family" show characters; overestimation of the extent of law enforcement presence in the U.S.; overestimation of the threat of crime-related dangers; and a reduction in trust levels toward other persons.

Discussion of the youth culture focuses not on "proving" that there is such a thing, but on showing some of the manifestations of it. Some of the prominent themes from popular records, motion pictures, and television shows are discussed.

In relating mass media to the youth culture, author points out that "youth culture is both a product and a target of the mass media." On the one hand, certain radio stations and television programs owe their existence to the allegiance of youth, and on the other hand, many films, records, and publications are prepared and marketed specifically to take advantage of such allegiances. Many examples of this dual relationship are provided. An interesting aspect of this part of the paper is that discussing some of the television shows which present nostalgic views of adolescent life in the 1950s. Author points out that these shows uniformly glorify the "cute, silly, innocent, fun" side of characters -- like The Fonz -- that would, in actuality, have been heavily censured by adult society at that time.

Tying mass media and youth culture to school-based crime, author notes: "together, the mass media and [distorted] nostalgic reflections of former youth...may unwittingly promote deviant activities among youth, including acts troublesome to school personnel." No substantiation of this proposition is attempted. Very little discussion of implications of media to school-based crime is provided.

MAJOR IMPORTANT IDEAS: Author points out that there is a cultural assumption that youth are incapable of fulfilling "really important" roles. Further, he points out that general adult attitudes reflect that "every 'normal' adult in expected by his peers to have done at least one disreputable deed" in his youth. The combined interpretation, then, is that "youth is a time of irresponsibility, searching, and fun" when acts of deviancy are perfectly acceptable.

LOCAL POLICY IMPLICATIONS: Given the logic of the previous paragraph, schools and school districts should take steps to counter those aspects of media programming which promote acceptability of deviancy. Schools should build on the idea that youth can -- indeed -- be a time for fulfilling "really important" roles.

FEDERAL POLICY IMPLICATIONS: None that are not already in place. The Federal Communications Commission monitors the same shows discussed by the author, and public-interest-groups -- such as the PTA -- constantly raise the same points raised in this article.

PROBLEMS: This is avowedly conjectural, unsubstantiated, and probably unprovable. Although it all makes sense, it could not form the basis for program planning in a Nation with a freely constituted (uncontrolled) media.

Although this paper is supposed to be discussing school violence as it is affected by media impact on youth cultures, this is not done. The problem that school crime generally (or certain crimes, specifically) may be enhanced or in part caused by media influence is never engaged in an intellectual fashion. Only three of the thirty pages of this article address the impact media might have on schools -- and even then, only in the broadest sense.

IMPLICATIONS FOR FURTHER RESEARCH: None.

DOCUMENT C

A RATIONALE AND MODEL FOR THE TRAINING OF EDUCATIONAL SPECIALISTS TO WORK WITH DISRUPTIVE YOUTH

Bell, Raymond and Elizabeth Semmel
Lehigh University (Bethlehem, PA)

SUMMARY: This article addresses the perceived need for identification and training of personnel to implement programs to help prevent disruptive and delinquent acts in schools. Authors observe that current teacher-training systems aren't appropriately preparing today's educators to handle unruly youth. The authors see the solution to high levels of student crime and violence as lying in new training models for teachers.

Authors cite nationally aggregated data collected by the Senate Delinquency Subcommittee in 1974 as "evidence" that teachers need to be better trained. (Presumably the argument is that if teachers were better trained to reduce violence, these figures would not be so high -- that training actually will serve as a successful interdiction of unwanted behavior!?) Authors go on to review some of the literature dealing with the roles schools can and do play in contributing to or preventing delinquency. The next level of analysis deals with the potential role of teachers in preventing unwanted student acts. And herein lie the substantive and logical errors which invalidate the approach taken by this article (see "problems" section, below).

Authors go on to describe their proposed training models. The three components of: diagnosis/remedial skills; crisis intervention skills; and knowledge of community are intertwined into both models. The stated purpose of these programs ("to prepare teachers...to work with those students who can be described as (a) disruptive, (b) delinquent, (c) socially maladjusted, and/or (d) exhibiting dysfunctional behavior"). is reviewed and described at length. The two program models are then described.

Model A is a training program at the graduate level designed to teach teachers how to "turn on the turned-off youth." Diagnostic, remedial, and crisis intervention components would be stressed. Close working relationships with community persons and agencies would be required. The core of this program is a one-year internship as a teacher in an appropriate school setting. Selection criteria for teachers are provided, as are the general contents of topics being proposed.

Model B is an in-service model for teachers utilizing 10-15 teachers from each of 3-5 target schools. This is a 10-month program stressing: (a) remedial teaching; (b) learning disabilities; and (c) crisis management. Those teachers completing the course would fall into one of the following categories: (a) the crisis-intervention teacher; (b) the alternative school teacher; or (c) the "ombudsman" teacher. They would serve -- within their local schools -- as special resources, as needed.

PROBLEMS: Authors equate "delinquency" with the sociological school of culture-conflict deviancy. That is, disadvantaged youth with their set of norms clash with teachers and administrators that have a different set of norms. This leads to the students "getting in trouble" in ways that increase stress with authority figures and set up a "we-they" situation in school. No attention is given to middle- or upper-class defiance or deviancy, and no

attention is given to defiance to or deviance from rural or suburban norms: as a result, the resulting "training model" is horribly biased and would only be applicable in the most seriously disturbed urban settings. Authors fail to recognize this weakness.

LOCAL POLICY IMPLICATIONS: Adaptations are possible for high-crime schools. The training programs -- particularly the in-service one -- are sound, just somewhat misdirected due to faulty premises.

FEDERAL POLICY IMPLICATIONS: None.

MAJOR IMPORTANT IDEAS: None

IMPLICATIONS FOR FURTHER RESEARCH: None

DOCUMENT D

JUVENILE OFFENDERS AND THE SCHOOLS
Briscoe, Cecil D.
Kern High School District (California)

SUMMARY: This paper concerns itself with the general problem of interface between the justice and education systems when school reentry is about to take place. The setting for the case study is one high school in California. Much of the background information is discussed in the context of the California justice and education systems. Author points out that in 1970, 5% of California's total youth population between ages of 10-17 (150,067 youth) were admitted to juvenile halls. Because virtually all these youth had to be reintegrated into the education system, and because traditional reintegration has never been systematic and thoughtful, the author sees this topic as a subject worthy of greater attention.

Literature is reviewed, wherein concensus is reached that the most important issue for a returning juvenile is whether there is a person in school to whom he/she can relate for counselling and guidance. Traditionally, the person is not within the school setting, but is a parole officer (or a probation officer if youth was adjudicated delinquent without a sentence of incarceration). Evidence shows that probation/parole officers carry such heavy case loads that they can seldom -- if ever -- fulfill the needed role of support for returning juveniles.

Author overviews a number of attempts previously made to address this service gap. Examples include: juvenile court/school liaison; police/school liaison; citizenship training centers; work-experience programs; citizen-volunteer counselling; halfway houses; and so forth.

Experiences of one high school in California are used to demonstrate a "successful" program from the author's perspective. In this school, contractual liaison was established with the county's probation department in order to

assure: (a) notification of impending release of youth to be reassigned to that school; (b) a probation/parole officer accompanies said youth to school for interview and counselling; and (c) probation/parole officer linked once every two weeks with school-district-employed tutors assigned to said youth. The educational counterpart to the efforts of the county's probation and parole offices are briefly discussed. Results of this approach include the finding that 66% of the reintegrated youth completed the school year (as opposed to the pre-program completion rate of 10%). Social, behavioral, attitudinal tests all indicated "significant positive strides."

PROBLEMS: This paper does not propose a theory; it describes a linkage process after discussing -- only in the most general and simplistic terms -- the need for such linkages. No comprehensive implementation model is provided.

FEDERAL POLICY IMPLICATIONS: Since the case load problems of probation and parole officers are well known, and since the need for a returning juvenile to have close supervision and counselling is also well known, it is reasonable that the Federal government promote policies and programs that further develop alternative linkages that state youth authority agencies can establish with education systems. Representatives from the Bureau of Prisons, the National Institute of Corrections, and the Office of Juvenile Justice could be formed into a Working Task Force in conjunction with appropriate representatives from Labor and HEW to develop guidelines and/or strategies for local implementation which would address issues central to students reentering schools from correctional facilities.

LOCAL POLICY IMPLICATIONS: This chapter can serve as a guide to local schools with respect to programs easily implemented to help ease the reintegration of youth returning from correctional institutions. CAUTION: *this paper only presents one case study* -- and even that is not in sufficient detail to be touted as a program model.

MAJOR IMPORTANT IDEAS: None

IMPLICATIONS FOR FURTHER RESEARCH: A cataloguing of approaches useful to schools, school districts, and state and county juvenile justice systems directed at easing the transition from incarceration to school would be appropriate.

DOCUMENT E

DEVIANT SUBCULTURES AND THE SCHOOLS
Coleman, James W.
California Polytechnic State University

SUMMARY: This paper is concerned with extending the theory of subcultural delinquency to include offenses commonly committed in schools -- and to propose countermeasures schools can take to combat acts committed by adherents to subcultural norms.

By way of setting the tone, author points out that the majority of juvenile offenses are categorically different from adult actions. It is observed that the FBI's Uniform Crime Reports lists adult offenses (in order of frequency of arrest) as being: (a) alcohol related; (b) property related; and (c) violence related. On the other hand, juvenile arrests are most frequently for: (a) larceny/theft; (b) runaway/truancy/curfew; and (c) narcotic violations. When combining these data with juvenile self-report studies, author posits that it is an inescapable conclusion that "juvenile crime is overwhelmingly a group phenomenon."

Once the group nature of juvenile offenses has been established, author moves on to an explanation of deviant subcultures and their impact on society. It is explained that deviancy stands out by virtue of the societal condemnation it elicits. That is, deviant acts are not only those seen as "different" from normative standards, but also those condemned by majority society.

At this point, author acknowledges that a logic leap is required to establish that juveniles committing censured acts subscribe to a deviant subculture. (NOTE: Author tries to make that link stronger by citing urban delinquency and gang delinquency studies which contain self-report data showing group violation rates. By using these studies, author has taken an action which immediately weakens this paper and gives it an urban bias which affects the generalizability of the findings.)

By way of explaining delinquent subcultures in schools -- that is, by way of explaining how students could want to form a unified resistance to the authority of the school -- author calls on historical analysis of pressures to which youth are subjected. (Author points out that studies of Irish and Italian subcultures are frequently analyzed in this manner.) The work of Albert Cohen is singled out as most useful for general understanding of the formation of subcultures. Cohen observes that subcultures are formed by people seeking peer support for solutions to problems when the approved, traditional solutions are found to be unworkable or unacceptable. This applies to the author's contention that subcultural activity flourishes in schools because schools pose problems for adolescents that only can be remedied through formation of subcultures that oppose the school.

Implications of this line of reasoning for public school policy are discussed. The key to all recommendations made by the author hinges on the of "programs which discourage the formation and transmission of deviant subcultures." Author points out that compensatory education has been a well publicized program designed to meet academic needs of the socially and educationally disadvantaged -- and has had the effect of blocking subculture formation that could result from "blocked goal attainment." Author also observes that schools wherein multiple and complex rules govern student behavior invite formation of a defiant subculture bent on proving that the school administration can't enforce its own rules. Recommendation is to avoid complex rules and promote only ones that are rational and reasonable. (NOTE: This recommendation is consistent with case study findings of NIE's 1977 Safe School Study.)

The "double-bind" in which schools find themselves concerning deviant youth is discussed -- and must be understood by program planners working in schools.

The bind focuses on whether or not to allow deviant youth to remain in "regular" classes. On the one hand, leaving them in classes may spread the deviancy (and certainly spreads the disruption), but on the other hand, isolation weakens the image of the school in student's eyes (since the school administration evidently can t deal with the youth in a traditional manner) while concurrently bringing notoriety to isolated youth AND forming groups of hard-core deviants who may reinforce each other and solidify whatever deviant subculture already exists among them. Author points out that subcultural theory is instructive on this point, for it could counsel strongly against placing deviant students in special classes in the same school with "regular" students. Author concludes that crime in school is merely one part of crime in society, and that schools really can't do much about it.

PROBLEMS: Not many conclusions are drawn from the presented evidence. Not many practical ideas are included in the discussion. This really is a piece of academic theory -- albeit a piece that has been well put together. Most notably lacking would be reports of studies that substantiated the idea that juvenile offenses are group offenses -- upon which rests virtually all the logic for this article. Author's avowed weakness is that he argues from specific types of case studies (gang behaviors) for certain types of offenses (property destruction; drug use) and then extrapolates to "all youth." This article would be considerably improved if it were to be limited to discussion of impacts of KNOWN DEVIANT SUBCULTURES on schools.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: The idea that people (in this case students) will form deviant subcultures when legitimate redress of reasonable problems becomes blocked is potentially useful. In schools or school districts where considerable agitation is felt among a group of students, analysis of the situation from the perspective that the social organization of the school is a contributing factor would be useful.

MAJOR IMPORTANT IDEAS: None.

IMPLICATIONS FOR FURTHER RESEARCH: Longitudinal studies are not recommended, for it is this reviewer's opinion that the concept of subcultural deviancy which is propounded by this author is a theory which grew out of culture-clash problems which no longer exist. Since the advent of bussing in the late-1960s to achieve school integration, teacher sensitivity to the needs of students of different cultural backgrounds has largely been accomplished.

DOCUMENT F

CHILDREN IN JAIL
Cottle, Thomas J.
Boston Universtiy Medical School

SUMMARY: This paper does not present a theory: it begins with discussion of the extent to which children have been jailed and the nature of those who have this experience. It then presents a number of "life studies" of jailed youth.

Citing extensively from the Law Enforcement Assistance Administration's 1974 publication Children in Custody and the Children's Defense Fund's 1976 publication Children in Adult Jails, author reviews the "current" ("current" means 1970) status of youth within correctional facilities and many of the reasons why children shouldn't be there. Author notes survey findings including the following: about 600,000 youth (averaging 16-17 years of age) were in jails in 1970; average prison term was six days; the number of children REPORTED to be in jails increased almost 90% between 1950 and 1960; and less than 20% jailed youth are failed for committing violent acts. Among the author's list of concerns about jailing youth are these: crimes which juveniles commit are different from adult offenses, both in terms of nature and severity; jails breed criminals; jails punish -- children need help; jails aren't prepared to continue childrens' formal education; and so forth.

Introducing the sections on the life studies of jailed youth, the author explains how his interest in this topic originated, and the personal psychological problems that he had to overcome in order to conduct successful interviews in jail settings with adolescents.

The life studies generally describe conditions in correctional facilities -- adjustment problems, emotional feelings, traumatic experiences. The strong case is made that prison situations are terribly damaging to youth: damaging psychologically, emotionally, and educationally. After recounting these interviews, author discusses many of the terrible and lingering consequences for youth that result from incarceration. Issues include: trauma-induced physical and psychological ailments; loss of sense of control over personal decisions; disorientation; lack of peer-acceptability; and so forth. Conclusions tend to be limited to author's feelings that placing children in jail is an outrage that does society no good and does the child lasting harm.

PROBLEMS: Author does not seem at all aware of the mid-1970s push by the Justice Department to decriminalize status offenders. Since a great deal of the early argument made by the author stresses that status offenders frequently serve longer sentences than felons -- because correctional administrators have no way to judge when a juvenile should be released from protective custody -- and that this is a grievous injustice to such youth, it is difficult now to read this article without a sense that it is hopelessly out of date. Article presents no new ideas.

FEDERAL POLICY IMPLICATIONS: There may be some appropriate role that some of the divisions of the Justice Department may play with respect to providing recommendations and/or funding for support services for jailed youth, but overall, these sorts of problems are left to local initiatives, for most juveniles are incarcerated for non-federal offenses.

LOCAL POLICY IMPLICATIONS: It may be reasonable for local correctional planners to consider support services for incarcerated juveniles. By way

of providing a cautionary note: this topic is a common one -- and a well-worn one at that. The level of investigation and the broad nature of the conclusions makes it pragmatically inapplicable to local planners, although the concepts and position statements are valid and usefully repeated.

IMPLICATIONS FOR FURTHER RESEARCH: It might be interesting to study the nature of criminal offenses which reslut in placement of juveniles in the various kinds of correctional facilities (e.g.: medium security; high security; correctional farm; work-release to local jail; city jail; county jail; and so forth).

MAJOR IMPORTANT IDEAS: None.

DOCUMENT G

INTRINSIC REWARDS IN SCHOOL CRIME
Csikszentmihalyi, Mihaly and Reed Larson
The University of Chicago

SUMMARY: Article begins by astutely noting that schools are small social systems and that problems therein can thus be addressed using a systems approach. "Like any other social system, schools can survive only as long as people are motivated to act according to patterns of constraints which characterize the behavior complex we call the school." In this context, authors "are interested primarily in the students' lack of motivation to accept the constraints of school systems," for this unwillingness to accept school-designated constraints translates pragmatically into disorder, disruption, and school-based crime "as manifested in acts of vandalism, burglary, larcent, assault on other students and on teachers."

Authors stress that positive and negative actions in schools are invariably motivated by: (a) the extrinsic mechanisms of discipline and grades; (b) the means-end relationship of school behavior to students' long-term goals, and/or (c) the immediate intrinsic satisfactions obtainable in different activities. This is so because singly or in combination, these three groups of reasons represent -- at an abstract and theoretical level -- almost the entire range of reasons for allegiance or non-allegiance to rules established within social systems. This article focuses on the third of these reasons -- namely that decrease in the intrinsic motivation to become educated concurrent with an increase in the enjoyment of engaging in antisocial/criminal behaviors leads to increasing rates of unwanted and criminal acts in schools.

In discussing crime and enjoyment, authors observe that youth engaging in school-censured behavior frequently act under the constraints of an antisocial system which thereby defines further antisocial behavior. Literature is reviewed for the prupose of showing that criminologists and sociologists have historically agreed that much juvenile crime is apparently undertaken for enjoyment rather than for practical or monetary gain. Literature is then reviewed concerning theories of enjoyment, particularly the interrelationship between external stimulation (challenges) and personal control (skills). The condition termed "flow state" is described as the balanced interaction

between challenges and skills. Authors point out that in these times, goals are clear, sense of personal control is strong, and feedback is immediate. The contrary conditions -- resulting in boredom, frustration, and anxiety -- occur when there is little or no feedback on the quality of one's efforts and the work appears either greatly above or below perceived skill levels. Authors note that "it is important to realize that the flow experience, while personally rewarding, is socially neutral. Like physical energy, it can be used for productive or destructive ends."

The discussion concerning flow experiences in schools begins with the observation that from the viewpoint of engineering positive intrinsic motivation, schools are organized completely incorrectly. Recent studies wherein students rated relationships between various classroom challenges and personal skill levels show only 40% of the classes near the opitmum levels of students. Indeed, authors note that schools rarely rely on intrinsic rewards, but rather on a combination of EXTRINSIC SANCTIONS and ARTIFICIAL REWARDS. Authors then point to their research in progress, which suggests "that the frequency of delinquent acts reported by secondary students is inversely correlated with the level of challenges they perceive in school... while there is no relationship to the level of challenges perceived out of school." The conclusion now drawn is that not only are challenges and skills often mismatched (an unavoidable problem in a mass educational system), but that evidently some students are not at all challenged by schools' offerings. The cultural tendency to orient male adolescents towards competetive athletics (physical education), and to orient female adolescents towards glamor-consumer affairs (home economics) has the unfortunate consequence of relegating flow experiences almost exclusively to those activities, to the detriment of substantive courses.

Discussion also focuses on implications for the reduction of school-based crimes. One approach is to strengthen consequences for rule violations (increase security, enforce heavier penalties); a second approach is to strengthen the "means-ends" roles of schools (assure that skills taught to youth relate to skills needed for adults); a third approach is to promote committed involvement of youth with the education system of the school (restructuring schools so they represent places of enjoyment rather than places of anxiety). Authors conclude by stressing that enjoyment can be achieved in any course through learning to enjoy the acts of learning.

MAJOR IMPORTANT IDEAS: Schools, as currently constituted, serve as breeding grounds for masses of malcontent, anxious, frustrated persons who will carry into adulthood an inability to achieve enjoyment from thoughtful activity.

Schools, as currently constituted, reinforce deviant, defiant, and unruly behavior through failure to recognize the importance of matching students' skills to school-offered challenges. Such failure, on behalf of schools, forces students to seek rewarding experiences (which match their skills to the perceived challenges) in places other than in applied, thoughtful work. Violence and vandalism is an obvious outlet providing the sought-after matching.

LOCAL POLICY IMPLICATIONS: In this reviewer's opinion, it is vital that local educators realize the consequences of supplying or witholding intrinsic rewards from youth in light of the tremendous impact such rewards have on all aspects of adolescent (and adult) life.

FEDERAL POLICY IMPLICATIONS: This work deserves being brought to the attention of Federal policy-makers dealing with problems of education in this country. There may well be ways that much of the material contained in this article can be promulgated from a Federal level (such as articles and monographs and policy statements). Perhaps the most important aspect of this article is the realization that unless some action is taken, syndromes leading to unruly and criminal acts by students will continue to irritate the formal educational system until drastic (and probably unsuccessful) remedial action will be forced onto schools and school districts. Remember: as the country becomes increasingly oriented toward technology, the gap between abstract coursework and adult work-tasks becomes less and less meaningful to youth.

IMPLICATIONS FOR FURTHER RESEARCH: Pilot programs and demonstration projects to develop alternative recommendations for schools and school districts that will enable them to improve the relationship between skills and challenges seem in order. Also, instruments able to gauge that relationship would be necessary in order to apply intervention strategies in classrooms in line with ascertained degrees of need.

PROBLEMS: None.

DOCUMENT H

NEGOTIATING SCHOOL CONFLICTS TO PREVENT STUDENT DELINQUENCY
De Cecco, John P. and John K. Roberts
University of California, San Francisco

SUMMARY: Article begins with an inappropriate definition of "student delinquency" and progresses to cite inaccurate and misleading data about the nature and extent of violence and vandalism in American schools (see "problems" section, below).

Authors observe that educators have traditionally tried to deal with the problem of "student delinquency" either by avoidance or by force. Avoidance includes ignoring tardiness or absenteeism, and denying professional or institutional responsibility: use of force includes using work (classwork or homework) as punishment, humiliation of students before peers, and banning students from class or from school. Authors point out that frequently the use of force by persons in authority may cause a certain amount of escallation of the problem.

Authors posit three sources of school conflict. It is observed, first, that youth almost universally challenge socializing elements in society (parents, schools, and so forth); second, that youth are very sensitive to social inequity; and that third, due to the transient nature of schools, conflicts "resolved to the satisfaction of departing students may be unacceptable to entering students."

In explaining why students resort to delinquent behavior when dealing with conflict, authors posit the lack of opportunity legitimately to vent anger.

This anger, according to the authors, builds up pressure until it "explodes" in some form or other. Authors also posit that deviant acts occur because school authorities frequently don't/won't listen to both sides of a dispute. A third suggestion is that students who feel blocked from making decisions relevant to their life and their schooling manifest their frustration in various forms of unwanted and contralegal behavior.

Authors go on to provide a "model" for conflict negotiation in schools (see "problems" section, below). This model consists of six steps beginning with both sides expressing verbal anger toward each other, and ending with both sides agreeing on a timetable for evaluating the implementation of consessions and agreements.

PROBLEMS: Authors begin article with a confused, inaccurate definition of "student delinquency." Non-adjudicated youth violating school regulations are lumped with status offenders as well as with criminal and civil offenders. Article goes on to cite findings of mid-1970 surveys WHICH HAVE CONSISTENTLY BEEN REFUTED by every major research work to date -- including the Safe School Study.

This article is hopelessly out of date. Had it been written in 1970, it would have been accurate. Had it been written in 1974, it could have been excused. Written after 1976 it is simply absurd. The kind of "negotiations" that fit the provided model are only designed for mass riot situations. Authors ignore the most accepted school practices currently in place; fail to demonstrate an understanding of "the problem" of student violence; and act as if they are just now inventing the concept of "conflict resolution." I hasten to point out that even in 1975 the California State Department of Education was funding a project teaching conflict resolution skills to students. By 1978, conflict resolution audio-visual materials are available from many sources.

The "model" for conflict resolution is most appropriate for adult contract negotiations and least appropriate for adult educators interacting with adolescent students. The basis for negotiations is that each side has something to give and to receive. Authors fail to note that students attend schools by legal decree, and are not in a position to negotiate to the extent declared in this article. Schools stand in loco parentis with respect to grievance settlements of the sort recommended for arbitration.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: None.

MAJOR IMPORTANT IDEAS: None.

IMPLICATIONS FOR FURTHER RESEARCH: None.

DOCUMENT I

VANDALISM IN HIGH SCHOOLS: AN EXPLORATORY DISCUSSION
Ducey, Michael H.
Department of Mental Health, State of Illinois

SUMMARY: Carefully avoiding potential arguments over the faulty nationally aggrigated data -- and carefully limiting discussion to one specific type of offense (vandalism) the author sets the stage for a thoughtful article on a problem both important and current.

The initial step taken in this article is to carefully analyze acts of vandalism. The first major distinction made by the author focuses on the intent of actions, terming them either SYMBOLIC or PRAGMATIC. Author points out that in public schools, acts of vandalism are most frequently symbolic: acts are messages in their own rights. Pragmatic vandalism, on the other hand, is rarely be found in schools -- but would be typified by the commission of an act meant to draw attention away from some other event (e.g.: burglary, theft, and so forth). The second major distinction made by the author focuses on levels of actions. One level is the MATERIAL level, typified by acts of littering or acts of arson: the other level is the MOTIVATIONAL level, typified by actions that display rage or frustration through destruction. Author notes that failure to differentiate between these various levels of activity will frequently lead to inappropriate and misdirected responses by authorities. Indeed, author points out that it is quite likely that an escallating syndrome might well result from a failure clearly to differentiate between these vandalism types and levels.

The next step the author makes concerns providing a context through which to observe adolescent misbehavior. "To explain the persistence and wide distribution of vandalism, for example, it makes provisional and intuitive sense to look for the source of this behavior in the normal course of youthful response to the experience of their social situations." HALF-CULTURE is the term the author gives to the state of affairs wherein youth normally commit acts viewed disfavorably by the majority society. A half-culture designates "a group whose intuitions of values have found some legitimate articulation, but not enough to support a fully autonomous group project." Behavior which conforms to the dictates of such a half-culture "leads to a sense of personal honor rather than to a sense of shame."

Author notes that the binding, unifying elements to this youthful half-culture are conditions of subordination and marginality in which adolescents of all backgrounds find themselves subjected by adults. This commonality of experience can be seen to transcend race, culture, and creed. As an example, author points out the pervasive vandalism occurring in our urban as well as in our wealthy suburban schools. Some of the prominent literature is cited to support the thesis that youth generally experience subordination and marginality. The prupose of this argument is to establish that it is a reasonable postulate that acts of vandalism occur not because of "individual craziness nor organized conspiracy but...occur because of their inarticulate, socially supported, and partly legitimatized" claims of being wise and virtuous acts.

The next step in this logical progression is the presentation of a typology based only on ONE aspect of the youth culture: belief in the legitimacy of adult authority. "The types are: (1) the demonstratively deferential, (2) the quiescent, (3) the questioning, (4) the truculent, and (5) the militant." Author further postulates that the values any individual adolescents will be seen to exhibit range over any three contiguous postures (e.g.: quiescent/questioning/truculent). Other postulates include: (a) most youth fall in the "quiescent" category; (b) most acts of vandalism are committed by truculent youth; and (c) least social support for committing vandalism is found in category one -- most social support is found in category five.

Author goes on to discuss the operation of the high school -- the adults who have control over it and the students who must attend it. It is pointed out that the treatment of school property can frequently become the "focal point for youthful sentiments about their relationship to the civic whole." Ethnographic evidence shows that the best protection schools have from student vandals is the establishment of close ties between students and school. Many "meanings" of vandalism are discussed in the context of schools failing to establish intellectual and functional ties with their students.

Four models for responses to high school vandalism are presented. One model is a "1984" scenario ("dominance/antagonism") dealing with security officers, police presence, electronic surveillance, and so forth. The logical extension of this approach is the application to school settings of war strategies and techniques: an approach not unreasonable for persons believing vandalism to be purely a behavioral problem. A second model is based on the thesis that vandalism is primarily a symbolic problem. In this case, a public relations campaign would be launched focusing on drawing community members closer to the workings of the school. A third model is that of negotiation, and fails to be a viable model -- as the author correctly observes -- because adolescents living in a transitional, dependent state cannot negotiate with adults in whom is vested responsibility and authority over the moral, ethical, and intellectual development of youth. A fourth model for responding to school vandalism is termed the "parental connection." It is based on the notion that schools which are perceived as extensions of their families will be victimized less frequently by adolescents.

MAJOR IMPORTANT IDEAS: The concept that vandalism is a complex topic consisting of TYPES and LEVELS, and partially encouraged by the ethics of teenage HALF-CULTURE is academically intriguing. When these ideas are combined with ideas from other theorists addressing the intrinsic rewards of unacceptable youthful behaviors, local policy directives can be derived.

LOCAL POLICY IMPLICATIONS: Empirical investigation of causes of vandalism in schools would begin with a survey of the distribution of acts of vandalism in various settings. This should lead to an indication as to whether or not SYMBOLIC vandalism is playing a major role in one particular school site. This, in turn, should lead to an understanding of conflicts which may divide the school's personnel, policies, and programs from its adolescent clients and their parents. These conflicts, once identified, form the basis for an "alienation profile." The alienation profile should be able to aid in the identification of modifications of the four models presented by the author that could help ameliorate the vandalism problem in the school.

IMPLICATIONS FOR FURTHER RESEARCH: Currently, there are a number of new and interesting theories concerning "vandalism." There are even a few doctoral dissertations written after 1976 which carefully develop models and typologies. It would be appropriate for someone to unite these new approaches and theories into a work that is more advanced than any of those currently in existence It is particularly true of theories of vandalism that the "good ideas" propounded by the theorists have little or no utility in terms of prevention modalities. Further research should be directed to practical applications of findings.

FEDERAL POLICY IMPLICATIONS: None.

PROBLEMS: More thought needs to be given to the application of these theoretical constructs. The fact that the author has never actually tried to implement a vandalism reduction or prevention program is evident -- although the theoretical model here provided adds new information to a blossoming field.

DOCUMENT J

LEGAL LEXICON, LOGICAL LABELING, AND JUVENILE JUSTICE
Feldman, Ronald A.
Washington University, St. Louis

SUMMARY: Author begins by observing that the juvenile justice system has certain deficiencies. An example is that the ultimate threat of the formal "system" is the incarceration of an offender -- but that incarceration is not only a very expensive proposition, but is also constantly subject to overcrowding and public charges that it leads to the unwanted result of actually breeding more sophisticated and dedicated criminals. Literature is cited that features programs presenting alternatives to incarceration -- particularly community-based education.

Authors discuss the impact on youth of being labeled "delinquent." It is posited that secondary deviance -- both more serious and more frequent than primary deviance -- often follows from contact with the justice system. This is so because the act resulting in contact with the justice system may well have been representative of only a small and transient aspect of the youth's behavior, and by placing such a person in a social setting consisting solely of similarly isolated juveniles (incarceration), the youngster will be "constrained to construct an identity as a delinquent."

To counteract the process of labeling -- and to thus try to avoid the more serious secondary deviance, new models of diversion (within the juvenile justice system) are overviewed. These programs include such elements as the expungement of juvenile offenses from formal records, the witholding of juveniles from the justice system altogether, and the development and use of particularly vague and ambiguous terms to refer to non-criminal youth coming before the bar.

This last idea, the formation of a lexicon to apply to non-criminal youth, was first designed to avoid the unwanted consequences of labeling non-criminal

violators with terms applied also to actual law violators. Once implemented, however, this new lexicon turned out to contribute considerably to the problems of separately treating status offenders. (NOTE: status offenders are individuals below the age of majority who have not committed a civil or criminal offense, but have either refused to accept the lawful authority of parents or guardians, or have no living parent or guardian.) The newly created terms for these persons are: CINS or PINS or JINS (either children, persons, or juveniles in need of supervision). Author posits that the creation of technical phrases with which to label non-criminal youth while still processing such youth through the justice system "militates against the development of systematic and effective rehabilitative programs for juveniles."

Author goes on to point out many of the problems caused by the continued use of special terms for status offenders within the criminal justice system. These problems include: longer incarceration for status offenders than for criminal offenders (the "system" has nowhere to put the status offenders except in prison-like facilities); inappropriate educational and social treatment of the incarcerated status offender (the "system" can't cope with "rehabilitating" a person who has not committed an offense -- and thus needs no rehabilitation); and incorrect labeling of serious criminal offenders as status offenders (the "system" is easier to enter as a status offender than as a criminal offender -- plea bargaining often results in entry through this sort of shift).

Author astutely point out that "the failure of PINS programs is largely associated with their inability to base adjudication upon accurate definitions of juveniles' primary deviance and, consequently, to channel juvenile offenders to appropriate rehabilitative and treatment programs which are based upon a precise and time-limited definition of their delinquent behavior." Carrying this point further, author notes that labels may err "in either of two directions. First, those who apply a deviant label may overattribute, or overlabel, the extent of a juvenile's deviant behavior. Second, there may occur significant underattribution, or underlabeling, of deviant behavior." The general observations, then, are that accurate description, definition, and labeling are necessary to effective societal functioning, and that such labeling cannot be accomplished without an adequate legal lexicon. It is not labeling per se which is to blame for problems of the juvenile justice system, but inaccurate labeling. Accurate labeling, indeed, is necessary for functional social systems.

To counter the various and serious problems resulting from inaccurate social labeling, a procedure is set forth which -- if followed -- will prevent/avoid pitfalls previously described. The procedure has three components: (a) accuratization: the accurate and precise definition of deviant behavior, its referents, and its social context; (b) lexicon construction: the development of a correspondingly discrete and precise legal lexicon; and (c) prescription: the provision of effective social services based upon accurate definitions of juveniles' misbehavior.

The closing pages of this article address the need for a system of checks and balances. That is, if a label is to be applied to a juvenile, some ongoing evaluation must ensure the continual appropriateness of the label.

Also, some means must be provided for removing or changing outworn labels. Also, provision must be made for certifying the "societal agent" charged with placing and removing labels.

PROBLEMS: This is not so much a paper propounding a theory as it is an occasion to propound an opinion. Most of the concerns voiced in this article are well known within the justice system -- and their correction is a matter of public record. (The Juvenile Justice and Delinquency Prevention Act Amendments of 1977 prohibit incarceration of status offenders.) Additionally, many of the issues raised here as being appropriate for corrective action have already received corrective action as a result of the Juvenile Justice Act.

The last few pages are quite different in tone and content from the rest of the paper. Rather than well reasoned conclusions, the final argument is for a bureaucracy which applies, alters, and removes labels from individual deviants. This is such an unusual, surprising, and unsupported proposal that it detracts significantly from the logic and organization that had been built to that point.

MAJOR IMPORTANT IDEAS: The major thesis -- that the way social labels are developed and applied has implications for social programming -- is interesting, and probably can be applied in many planning situations.

LOCAL POLICY IMPLICATIONS: The steps proposed by author to be taken when developing labels applied to youth deserve publicity at local and state levels. Education and justice agencies would derive most use from these protocols.

FEDERAL POLICY IMPLICATIONS: None.

IMPLICATIONS FOR FURTHER RESEARCH: Additional research into generalizability of this labeling protocol would be academically interesting.

DOCUMENT K

THE HUMAN ECOLOGY OF SCHOOL CRIME
Garbarino, James
Washington University, St. Louis

It is the purpose of this paper to examine the problem of school-based crime "as an element in the larger issue of schools 'out of control'" and also to examine this problem from the perspective of an "ecological model of human development."

Within the discussion of "out of control" schools falls an intriguing concept author terms "institutional self-control." The rhetorical question is asked whether lack of administrators' ability to acheive institutionally-sanctioned objectives might not lead institutional personnel to respond in extreme fashions much as individuals do when confronted by extremely frustrating and unfulfilling situations.

Two other sub-points are raised as part of an effort to understand why schools are out of control. First, it is pointed out that we don't adequately understand the relationship between the concept of education and the behavior referred to as "school-based crime and violence." Second, author submits that we, in the United States, exhibit individual ambivalence where collective responsibility and group action is concerned. Author goes on to observe that criminal offenses committed by students in schools -- and the institutions within which the crimes occur -- are both in a state of dynamic flux, and as such are much more "susceptible to remedy when viewed from the perspective of an ecological model of human development."

The "ecological model" that is discussed contains four propositions:

1. There is no validity to the concept of "context-free" or "pure" human development. Issues of social policy and practice are intrinsic, not tangential, to the study of human development.
2. School-crime is best understood as the absence of "social habitability." Rather than seeing the problem entirely as one of stopping school crime, one must see the importance of creating a social climate in which school crime will not exist.
3. Like all significant human phenomena, school crime is more an effect than it is a cause. "Second-order" effects are those -- such as the impact of television upon the interaction of parents and children -- most deserving scrutiny and redress: school crime is also a second-order effect.
4. A sound model for understanding and controlling school crime must focus on the intersection of personal biography, social structure, and history. Since the "question" is always changing, any "answer" must also contain flexibility.

Author posits that the discussion of an ecological model depends upon an appreciation of "second-order effects." As stated briefly in proposition three, above, a second-order effect is an effect which can reasonably be attributed to some other, more basic cause. Author proposes four hypotheses to help identify a pattern of second-order effects that make schools vulnerable to antisocial behavior. These hypotheses are as follows:

1. School crime is encouraged by the inceasingly impersonal social climate of the schools, particularly of the secondary schools (e.g.: large schools, curricular specialization, and a narrow concept of the school's social responsibility).
2. The school's impersonal social climate results in inadequate observation and monitoring of student behavior.
3. The trend toward an impersonal social climate in schools causes large numbers of academically, economically, and socially marginal students to be retained in schools, where they may become a disruptive force.
4. School crime is the result of an insidious combination of historical trends that has increasingly weakened the effective authority of school staff, has divorced the school from the community, has created stress and incompatible goals, and has generally reduced the manageability of schools as social systems.

The impact of accepting these hypotheses -- as is pointed out -- is that one's direct attention is forced away from perpetrators and victims and focused "toward the forces that establish the contest in which that ... relationship is created and maintained."

The remainder of the paper is devoted to close discussion of SCHOOL SIZE as an example of a first-order effect that may reasistically be related to such second-order effects as school-based crime and violence. This aspect of author's thesis is summarized as follows: "In sum, large schools appear to generate alienation from academic authorities by inhibiting the kind of interaction that generates social identity, the integration of self, and group interest that leads to prosocial behavior and a sense of personal responsibility for the collective good. In place of such interaction, large schools offer undifferentiated collectivities. For students in general, but particularly for the academically marginal student, the large school produces a cutting off of allegiance, a self-protective severing of identification. The social consequences of this psychological response include a pervasive lack of collective responsibility in which school crime can flourish."

Moving from understanding to intervention, author observes that only by paying "systematic attention to the social climate produced by school structure, size, and goals, can behavior in student/student, teacher/student, and victim/perpetrator relationships be effectively regulated." Indeed, the gist of this argument is captured in three key policy questions leading to four goals outlining a strategy for combatting school crime. The three key policy questions are: (a) How can we organize schools to maximize social control, particularly where marginal students are concerned? (b) How can we generate and sustain a social climate in schools that serves to motivate students to perform prosocial behaviors, and in so doing, use the prosocial majority to control antisocial subgroups? and (c) How can schools be protected from victimization by persons themselves not part of the school? The four goal statements are: (a) Create situational demands for participation; (b) Create a social climate in which personal observation, accountability, and feedback flourish; (c) Strive for heterogeneity both within students and within school programs; and (d) Arrange the contingencies to reinforce positivley social competence and prosocial behavior.

PROBLEMS: The theory is not practicable. School systems cannot exert enough control over students and staff to achieve the high degree of coordination and cooperation necessary to implement this model.

MAJOR IMPORTANT IDEAS: Author's ability to view school-based crime and violence as effects of other forces is not, in itself, a new approach -- however, the completeness of the logic focusing on this one branch of investigation (the relationship of school size to school-crime) provides an excellent model for other such investigations. It is very useful to be reminded that crimes in schools are not problems in themselves, but are symptoms of problems that are often much harder to identify and address.

FEDERAL POLICY IMPLICATIONS: The method of logical analysis used in this paper can be applied in many diverse situations -- including Federal program and policy analysis.

LOCAL POLICY IMPLICATIONS: None.

IMPLICATIONS FOR FURTHER RESEARCH: It would be fitting if some of the interrelationships between first- and second-order issues were placed in a computer model that would facilitate analysis of impact resulting from social programming. Many of the variables which have been discussed in this paper could be further broken down and analyzed in the context of the complex societal interrelationships involved in fully understanding crime and violence committed by students on school grounds.

DOCUMENT L

"PLUS ÇA CHANGE...": SCHOOL CRIME IN AN INSTITUTIONAL PERSPECTIVE
Garrett, John R.; Scott A. Bass; and Michael D. Casserly
Centre Research Associates, Newton, Massachusetts

SUMMARY: Authors begin by reviewing the two major categories of delinquency theorists who have expanded their theories to include delinquency in schools. These two groups of theorists are divided into those that are person-centered and those that are environment-centered. Authors note that although these theoretical groups have gone a long way toward explaining the underlining causes of violence in schools, certain limits have blocked the continued development of these theories. Specifically, "the person-centered approach diverts attention from the role that groups and society at large play in defining choice of behavior; and the societal/environmental perspective denies the individual the capacity to shape destiny." On the one hand, the individual is held accountable; on the other hand, it is society that is held accountable.

It is astutely pointed out that there is little existing research on the interactions between students and schools that would likely contribute to the public knowledge concerning the commission or prevention of school-based criminal acts. It is further noted that there are few "conceptual tools" useful for schools in translating research findings to action programs. It is the presentation of such a "conceptual tool" (planning model) that this paper is devoted.

The model outlined by authors has five levels, or steps: (a) planning; (b) institution and offender research; (c) discussion of findings both in the school and in the community; (d) development and testing of program alternatives; and (e) measurement and reporting of results.

Oddly, authors end this article after completing the description of the mechanics of setting up longitudinal studies of schools' social climates. No conclusions, recommendations, implications or summaries are provided.

PROBLEMS: Instead of presenting a new model for studying violence in schools -- instead of presenting a research model so modified as to develop insightful theories of violence in schools -- authors are setting forth the research methodology they view as appropriate and necessary to study violence in schools. Since this is not a theory, it is not appropriate to summarize the details of this protocol at this time.

Also, the "research model" provided in lieu of a theory builds in bias through the specialized and limited populations recommended as appropriate study regions. That is, readers are left with the impression that this model is not universally applicable, but can only be used in schools where certain esoteric conditions have been met (e.g.: that the schools being studied must have a "serious" violence problem AND be willing to work with the research team AND be personally supportive of "research" being conducted in the midst of crisis situations).

No discussion of "school crime from an institutional perspective" (the title of the article) has been given. No theory is provided.

LOCAL POLICY IMPLICATIONS: For local researchers interested in learning how to conduct a longitudinal study of violent schools has, in this article, the fundamentals of a research methodology. Researchers should be aware of certain bias-points, such as those discussed above.

FEDERAL POLICY IMPLICATIONS: None.

MAJOR IMPORTANT IDEAS: None.

IMPLICATIONS FOR FURTHER RESEARCH: None.

DOCUMENT M

SCHOLASTIC EXPERIENCES, SELF-ESTEEM, AND DELINQUENT BEHAVIOR: A THEORY FOR ALTERNATIVE SCHOOLS
Gold, Martin
Institute for Social Research, The University of Michigan

SUMMARY: Author (an eminent delinquency theorist and researcher) begins by clearly defining delinquent behaviors and how "delinquent behavior" is different from "juvenile delinquency." It is pointed out that delinquent behavior is about 40 times more prevalent (and is differently distributed) than official delinquency. Differences of reporting methods are mentioned -- that official delinquency is reported through police records, whereas delinquent behavior is recorded through self-report studies or by reports of direct observers. Author stipulates that this proposed theory is: (a) limited to discussion of delinquent behavior as recorded through self-report; (b) restricted to delinquent behavior taking place within schools.

In presenting this theory, author defines two specialized terms: first, PROVOCATIONS are taken to be experiences that motivate an individual to be disruptive and delinquent; and second, CONTROLS are the goals and values that constrain an individual from being disruptive and delinquent. Author goes on to set forth the grounds upon which the theory is based, stating "The theory posits that delinquent behavior is an ego defense, in the psychoanalytic meaning of that term...against the external realities that threaten a young person's self-esteem...(That is) it is conceptualized as a a way of avoiding situations which endanger self-esteem and of engaging in experiences that promise a form of self-enhancement."

Carrying this point one step further, author sees disruptive delinquent behavior as a public performance -- a mode of self-presentation "motivated by a desire to enhance the self by the approval of others." For balance, social controls -- primarily those of parents -- mitigate against unbridled demonstrations of approval-seeking delinquent behavior. Since delinquent behavior is posited as a rational and acceptable alternative to ego-threatening situations and pressures, it is interesting to note that the frequency and seriousness of delinquent behavior will vary INVERSELY with symptoms of mental illness.

After the theory is presented, author goes into vast detail to substantiate from existing research literature -- point by point -- each of the component links that constitute this full theroy. First, the relationship between scholastic experiences and self-esteem are reviewed. Second, scholastic achievement and disruptive behavior are discussed. Next, correlational studies of self-esteem and delinquent behavior are surveyed. Fourth, studies of scholastic achievement and anxiety are presented for readers. Fifth, and last, the interaction between disruptive, delinquent behavior and anxiety is explored.

The direction in which this is leading -- that action can be taken to reduce delinquent behavior in schools based on this theoretical model -- is explained in detail by the author. Most importantly, author observes that schools are recognized as institutions with great potential for reducing delinquency -- and has therefore developed a delinquency reduction program for implementation in "alternative" schools (recognizing that traditional schools are not sufficiently flexible to accomodate these proposed programs). Author goes on to point out that although there are likely to be some variations on this proposed alternative educational program (depending on the unmet needs of the pupils being served), in general the two essential ingredients are: (a) "significantly increasing the proportion of a youth's experiences of success over failure" and (b) "providing a warm, accepting relationship with one or more adults." It is hypothesized that a program with these ingredients can break the existing chain of events posited as leading to delinquent behavior in "regular" school settings.

Author closes with a call for experimentation -- outlining again the reasons for the recommended approach and detailing the next steps required for pilot program implementation. Many key policy and procedural issues are discussed, and some of the probable difficulties are cited, including: (a) program location; (b) identification and recruitment of students; (c) possibility of program failure.

MAJOR IMPORTANT IDEAS: This paper has been very successful in blending the best of delinquency theory to a practical explanation of delinquent behavior in schools. The idea that delinquent behavior is a reasonable response to unreasonable societal/school pressures which are manifested to greater or lesser degrees as a function of the adolescent's perception of the control upon him or herself is not a new idea -- but the idea has never before been so clearly voiced with such appropriate and forceful documentation.

FEDERAL POLICY IMPLICATIONS: This paper reads like a "problem statement" to an unsolicited proposal. It can be taken as it stands and pilot projects

can be planned and funded. This project is worthy of cooperative endorsement between the Office of Juvenile Justice and the Office of Education.

IMPLICATIONS FOR FURTHER RESEARCH: Delinquency prediction instruments could be developed to include assessments of school alienation, student self-concept, and personal perceptions of external control. If the author of this article is correct, a "delinquency proneness" score should result.

LOCAL POLICY IMPLICATIONS: Local school districts interested in developing alternative education programs for high-risk youth would be well advised to be familiar with this document.

PROBLEMS: None.

DOCUMENT N

OBSOLESCENCE OF ADOLESCENCE
Hruska, Jack
University of Massachusetts

SUMMARY: The central thesis of this work is that due to cultural changes within this century, adolescents are no longer an integral part of adult life -- they are surplus and expendable. Adolescent reaction to this realization is seen in participation in dead-end activities and illicit acts. For many students, personal identity can not be achieved through legitimate channels -- so contralegal actions and aggression are instigated. These actions may be either inwardly directed (e.g.: alcohol/drug abuse), or outwardly directed (e.g.: theft, vandalism, assaults).

Author devotes a great deal of time to writing of the nuances of the impact of changing culture on youth. Shifts in family structures are noted, including the increasing lack of socializing control seen by families. Discussion of the work setting includes a brief review of the traditional interaction of work and school environments. Author points out that compulsory education laws developed in times of labor surplus now have the effect of isolating most youth from work places.

In pointing out limits of secondary schooling, author observes that in an effort to retain the attention of today's adolescent, a wide range of varied courses are provided. The range, although laudatory from the perspective of satisfying active and curious minds, is seen to compete with the basic 3-R's. Further, since youth no longer have roles outside the school campus (even as they had roles as late as the 1940s) they are forced to "remain in school under protest, lacking meaningful options, and they expend much of their energy maintaining a youth culture aimed at meeting some of the psychological needs so totally unavailable to them in the adult culture. This youth culture, mostly unassisted by enlightened and compassionate adults, and thoroughly exploited by the mass media, has become a most powerful influence on adolescents."

Author opines that much of today's unwanted behavior can be attributed to the loss of identity that has accompanied the erosion of meaningful adolescent roles. Further, when the alternatives of "formal education" and "jobs" are analyzed, it is clearly seen that both posess almost crippling inadequacies and fundamental lack of public support. Author goes on in some detail discussing the differences between "work" and "jobs"; why schooling is an inappropriate preparation for work; and why work/jobs are being rejected by today's adult population.

To counter those problems of the obsolescence of adolescents raised in this paper -- to reintegrate youth into growth-producing community experiences -- author proposes eight activity-goals: (a) improved resource management; (b) broader interaction with other-aged persons; (c) increased responsibility; (d) promotion of interdependent, collective activities; (e) focus on developing finished products; (f) promote learning of competencies; (g) encourage cross-cultural interaction; and (h) provide opportunities for loving and sharing. These activity goals are translated into twelve activities through which goal-achievement can be realized.

The final pages are devoted to presenting a review of major practical problems faced by schools wishing to integrate these ideas into existing curricular offerings. Roles of other institutions and of the private sector are briefly discussed.

MAJOR IMPORTANT IDEAS: "When studenthood is the only sanctioned role, being a C student is to be a C person." Author makes the valid point that as the culture increasingly defines "schools" as the only legitimate place for adolescents, the ramifications cut across broad ranges of behavior and attitudes.

FEDERAL POLICY IMPLICATIONS: Should the White House decide to develop a National policy regarding children and youth, the content of this paper should be shared with that Task Force. The ideas presented in this work cut accross most of the major Federal Departments -- especially Labor, HEW, Justice, HUD, Interior, and Agriculture. At this time, the paper probably has few useful suggestions for these Departments, for they are not united in their efforts to address societal problems of youth.

LOCAL POLICY IMPLICATIONS: In cities and States with coordination bodies focusing on problems of children and youth, this paper could be useful, for the final pages provide actual pragmatic expamples of ways of implementing the concept presented.

IMPLICATIONS FOR FURTHER RESEARCH: Research, no; action, yes.

PROBLEMS: The topic is probably too broad and sweeping to be addressed in this country at this time. Author stresses school violence as merely a small consequence of the problems of youth in today's culture.

DOCUMENT O

SCHOOL VIOLENCE AND THE SOCIAL ORGANIZATION OF HIGH SCHOOLS
Ianni, Francis A.J.
Columbia Teachers College

SUMMARY: Author notes that schools have long been viewed by society as the appropriate place to begin resolving social problems -- and that when schools themselves begin to cause problems for society, the country becomes rightfully alarmed.

Areas in which schools work to resolve social problems have historically centered either around educational shortfalls (such as the need to "catch up" after Russia demonstrated superior scientific capabilities in the 1950s), or around the understanding and maintenance of social controls (such as driver education; sex education; and so forth). School crime, however, appears to the author to fall between these two categorizations -- in large part due to lack of clarity about those acts taking place in schools legitimately labeled "lack of discipline" or "violence and vandalism." Carrying this argument somewhat further, author observes that public failure to differentiate between school-specific aspects and general, non-school aspects of offenses occurring on school grounds promotes examination of solutions based on "what we think we know about crime, rather than what we think we know about schools." It is a resolution of this issue which is central to this article. This piece looks at the social organization of schools with respect to their solicitation of crime/violence/disruption on the part of students.

In order to investigate the social organization of schools, author proposes that the central question necessarily asked is "what is the code of rules which makes the high school a social system and how do people learn to play this game?" Using ethnographic research methods such as the observation, recording, and analysis of rules, the "socioeducational system" of the school can and has been described.

Author describes the ethnographic methodology, stating that in the first phase (1972 - 1975) three teams of ethnographers studied three high schools simultaneously. The schools represented urban (about 4,400 pupils), suburban (about 700 pupils), and rural (about 600 pupils) jurisdictions. Team members lived in the school's immediate community and attended school every day. In the second phase of the study (1975 - 1978), focus shifted to urban schools, and particularly to some of their unique problems, such as desegregation and massive drug abuse. Attention was focused on EVENTS taking place in the school as opposed to classroom or student "interactions." Both "regular" and "unpredictable" events were recorded and analyzed, resulting in what might be termed "incident profiles" for each school.

Also within the discussion of the methodology, author explains socialization structures that were investigated -- and the process dimensions (the ways people learned the socializing acts) for each of the structures. The socialization structures are: (a) the teaching/learning structure; (b) the authority/power structure; (c) the peer-group structure; and (d) the cross-group structure. The processes for learning these structures are: (a) sorting

(the process in which individuals classify themselves and each other according to a set of culturally defined labels in each school); (b) territoriality (the formal and informal assignment of space within the school, access or denial of that space to particular groups within the school, and the effects of particular environments -- such as the classroom, rather than the cafeteria -- on behavior); and (c) rule making and breaking (the process of organizing behavior within the four major structures and on their interfaces). The combination of structures and processes is termed by the author the CHARTER of the school. The charter represents the "set of shared understandings which are understood by all members of the school community and which limits the degree of variability of behavior permissible for individual actors (the price they pay for group membership). It is this charter which functions as the formal component in what is usually considered the informal system of social organization in the high school." Use of the charter by teachers and by administrators is seen to be a last resort, with tolerence for wide behavior variations in advance of recourse to sanctions set forth in the charter.

Author goes on to discuss the phenomenon of relative risks of crime and violence for youth in the school or youth in the community immediately surrounding the school. In sum, schools were found consistently to be safer than adjacent communities, and urban schools were found to be more violence-prone than surburan or rural schools. It is valuably observed that "variations in school crime and discipline were more responsive to changes in the social organization of the school than could be accounted for by variations in the characteristics of the communities."

There are brief discussions of two points: labeling of disruptive youth, and school size. The brief discussion of labeling theory and use of labels (such as "freaks" and "jocks" in suburban schools -- and ethnic or community origin in urban schools) by schools for course-programming purposes follows from observations about different categorizations used to label violence-proneness in individuals attending these schools. The discussion of school size is introduces as a major additional factor affecting the social organization (and ultimately the violence levels) of schools. It is pointed out that largeness breeds student anonymity; student anonymity breeds increased willingness to take certain unsanctioned risks.

Author summarizes by noting that the social organization of the school, as manifested in the content and enforcement of the school's charter, strongly affects the total violence levels of a school.

PROBLEMS: Author fails to differentiate between frequency and seriousness of acts that might be most susceptible to this type of analysis. Also, author fails to prove understanding of different implications of sub-categories of offenses committed in schools as would be affected by this theory. That is, variations in the content and enforcement of the school's charter might have a much greater impact on offenses against school property and school staff than on offenses against student property. This lack of precision in turn affects the ability to draw practical implications from this work.

LOCAL POLICY IMPLICATIONS: Local school districts may have an interest in analyzing violence levels as functions of many of the points raised by the author.

MAJOR IMPORTANT IDEAS: The need for incident profiling when preparing to interdict unwanted student behaviors is valid and useful. The necessity of separating school-specific from non-school-specific aspects of crime and violence cannot be overstressed.

FEDERAL POLICY IMPLICATIONS: None.

IMPLICATIONS FOR FURTHER RESEARCH: Ethnographic study of the effects of school-spicific issues on important sub-types of crime and violence would begin to have practical implications to crime reduction in schools. That is, the effect of the school charter and its enforcement on the incidents of locker theft (or equipment damage, or property defacement) is required before practical implications can be made from this kind of research.

DOCUMENT P

AFFECTIVE EDUCATION: A POSITIVE APPROACH TO SCHOOL CRIME
Kaminsky, Kenneth
Drug Abuse Reduction Through Education

SUMMARY: After an introductory description of the three "domains" of learning (cognitive, affective, psychomotor) author goes on to posit that school-based crime and violence can be largely attributed to educators' failure to focus on the affective development of youth (see "problems" section, below). As evidence to support the concept that affective education has a potential for reducing violence in schools, various related topics are reviewed.

First, author points out that affective education -- education focusing on people's feelings, beliefs, attitudes, relationships, and values -- is taught by instructing in three skill areas: (a) communication skills; (b) problem-solving skills; and (c) process skills. Second, self-esteem (or self-concept) is seen as a teachable/learnable subject, has long been studied, and seems to be almost wholly disregarded by secondary school personnel. Third, pilot programs do exist that have addressed the affective domain of student learning. The Schools Without Failure Program (derived from William Glasser's book of the same name) promotes student responsibility for actions, and features three types of carefully contrived classroom meeting formats (open-ended, diagnostic, and problem-solving). The Values Clarification Program (based on recent impacts of mass communication, increased mobility, and shifting national mores) is designed to reduce unwanted behavior resulting from individual confusion over moral and ethical issues. Rather than promotion of particular values, "Values Clarification" teaches the process whereby issues can be logically ordered, analyzed, and discussed.

PROBLEMS: Page 553: "By not focusing on the affective development of students, schools may have indirectly contributed to the school crime problem." Page 570: Third, we could not separate affective learning from cognitive learning even if we desired to do so; they are truly inseparable." Author seems to be confused. The first sentence comes from the introduction; the second sentence comes from the conclusion.

The most striking problem with this aritcle is that it doesn't follow through with the content promised in the introductory paragraphs. That is, the author fails to substantiate the theory that teaching affective education will affect violence in schools -- or that those two items are causally linked. Although some research findings are presented that relate to the two programs overviewed by the author, there is no hint of generalizability. Implications from this proposition are wholly lacking.

LOCAL POLICY IMPLICATIONS: None.

FEDERAL POLICY IMPLICATIONS: None.

MAJOR IMPORTANT IDEAS: None.

IMPLICATIONS FOR FURTHER RESEARCH: First, establish that affective education can be separated from other forms of education. Second, establish that affective education has an impact on positive behavioral characteristics. Third, establish that something (?) from the psychomotor or cognitive domains is not sacrificed in the name of teaching affective education. Fourth, establish a relationship between aspects of affective education that affect aspects of school-based crime and violence.

NOTE: From the perspective of a school security officer, none of this makes much sense. If an illegal act takes place in school, it is a matter of investigation and charging. It has not been established that actual crime and violence in schools is of such a dimension as to warrant a national shift towards "affective education." It has also not been established that affective education has the slightest thing to do with actual criminal acts occurring on school campuses. Discipline, yes: criminal behaivor....

DOCUMENT Q

REBELLION AGAINST AUTHORITY IN HIGH SCHOOLS
Kaplan, William
Institute for Juvenile Research; State of Illinois

SUMMARY: Observing that school is the major arena of adolescent life -- a place where a child's victories and defeats suddenly are exposed to public scrutiny -- author notes that frequently adult coping skills (to say nothing of youthful non-school coping skills) are established for better or for worse at this time. Also, school is the child's first encounter with authority and testing outside the protected enclave of the family. All this, then, leads the author to focus this article on an investigation of authority in public schools. The paper has two thrusts: first, to explore reasons why youngsters grant authority to schools; and second, why and how youngsters extend peer support for rebellious behavior. These two thrusts come together to propose a theory relating to "the way in which peer group influences rule-breaking behavior."

Concerning school status theories, author posits that "youngsters respond to their low position in the status hierarchy of the school by engaging in

rule-violating behavior." Specifically, the issue seems to be "that it is not what class background a youngster comes from, but rather how he is situated in the school that determines the likelihood of norm-violating behavior." School-based status, however, is multifaceted and in constant flux. First, STATUS can refer to performance in terms of grades, performance in terms of clever misdeeds, social status, or athletic status, just to name a few. Second, status can be viewed as the "track" (or organizational position) in which a student finds him/herself. There are two kinds of tracks: ability tracks (based on IQ or performance) and curriculum tracks (based on the youth's aspirations and ambitions). Third, status obtains from peer group affiliations. Author reviews literature establishing the tendency of students with similar aspirations forming peer bonds -- particularly true of failing pupils, where peer support represents a solution to status problems. Indeed, it is observed that school status theories "suggest that youngsters engage in rule-violating behavior in response to stigma and failure."

Concerning authority in high schools, author begins by insisting that to understand rebellion against school authority, it is necessary to examine why students grant legitimacy to school authorities in the first place. In answering that question at several different levels, author recounts three basic theories. First, there is a coercive aspect to schools: follow rules or be punished in some way. Second, there is the control aspect wherein schools endeavor to make conformity so attractive that deviance is avoided lest there is a loss in status achieved through past good performance. Third, the rational-legal point of view has students attending school simply because it is the law -- and respecting the authority of the school because such respect is demanded as part of the legal requirement of attending school.

The next section of this article connects the discussion of authority relationships to school status, in an attempt to understand student rebellion. First, author observes that youngsters experience differential allocation of status by schools as unfair (but not as unjust). (NOTE: This differentail allocation is not seen as unjust because of the "overriding ideology of achievement" to which such students subscribe.) However, at any point that students do perceive inequality/unjustness, the door of rebellion is opened. "Rebellion in the face of authority which is illegitimate may be perceived as just. A low position in the status hierarchy of the school can not only provide an incentive to rebel against authority; it can also provide justification for a rejection of the legitimacy of that authority."

In an attempt to substantiate this theory, survey research was conducted (in Illinois) of a stratified random sample of 14- to 18-year olds who lived at home. About 3,100 questionaires (75%) were returned. A Rebellion Scale was devised, and data tabulated according to academic status (low, medium, high); AND according to friends thrown out of class (more than half my friends, less than half, none); AND according to:

++ Percent High on the Rebellion Scale;
++ Percent High on Personal Blame for Failure; and
++ Percent High on Critical Stance Toward School.

The careful analyses of findings are quite extensive, but in summary they indicate the following. First, it is clear that students are more rebellious if they are critical of the school than if they are critical of themselves. Second, there appear to be two types of rebellious behaviors: (a) rebellion which academically failing, but while adhering to the legitimacy and authority of school AND while blaming themselves for failure; and (b) rebellion while academically failing, but while blaming the school for their failure rather than blaming themselves. Third, academically very successful youth who are rebellious -- and are thus constantly torn between peer pressures to conform with rebellious behavior, and demands placed by the school to behave in ways befitting a highly achieving student -- present a special category requiring close attention.

In his conclusions, author observes that most youngsters engaging in rebellious behavior in school pose no serious threat to the authority structure. Their behavior is little more than a "striking-out in reaction to the stigma of failure." Among author's recommendations are that disciplinary issues can be reduced by the reduction of failure-experiences of students, and that "should reflect aspirational choices, not status hierarchies. All students in a school should have access to participation in activities and rewards, not just an elite."

MAJOR IMPORTANT IDEAS: The ideas focusing on the importance of in-school status over community origin (although in some schools they are intertwined) is an interesting twist for status theorists. In addition, the labeling theorists should have a few new ideas out of this article, for the author makes a convincing point that the school may well be hurting itself -- as well as children -- through use of homogeneous groupings and compensatory classes.

IMPLICATIONS FOR FURTHER RESEARCH: It would be particularly interesting to learn the probable frequency of offense-types as a function of behavior originating as rebellion against high school authority.

LOCAL POLICY IMPLICATIONS: Local school districts may be interested in analyzing their schools for their tendency to solicit violence on the parts of students. This solicitation of violence would be manifested by schools supporting status-depriving actions, behaviors, and rules. Presumably, less stressful schools and healthier children would result from the implementation of some of the recommendations included in this article.

FEDERAL POLICY IMPLICATIONS: None.

PROBLEMS: None.

DOCUMENT R

SCHOOL CRIME AS A FUNCTION OF PERSON-ENVIRONMENT FIT.
Kulka, Richard A; David W. Mann; and David M. Klingel
The University of Michigan

SUMMARY: Article begins with a somewhat dated review of the field of school-based violence (see "problems" section, below) but gets steadily and rapidly better.

It is the stated purpose of this article to develop a theoretical model that will fill the perceived void in conceptual understanding of crime and violence in public schools. The proposed model will be able to satisfy both academicians and practitioners familiar with problems of violence in schools. Five steps are undertaken in order to establish the grounding, applicability, and utility of this model. These steps are:

++ reviewing literature;
++ specifying prerequisites of an "adequate theory";
++ establishing correlation between theory and fact;
++ testing the theory against reality; and
++ drawing conclusions and implications.

Literature review begins with a sensitive discussion of the pros and cons of official versus self-report data concerning juvenile offenses committed in schools, and moves into discussion of an examination of the real meaning of "delinquency," and the ways eminent delinquency theorists have treated the topic in previous years. In sum, authors subscribe -- with reservation -- to control theories positing delinquent behavior as related to"degree of attachment to conventional society, and...adherence or lack thereof to normative prescriptions in seeking rewards and gratifications."

Prerequisites for a new theory, or new model, include an insistance that it "account for the broadest possible range of research evidence on juvenile crime, and, not incidentally, also be able to account for nondelinquent behavior." In the authors' model, this is achieved through incorporation of three basic concepts. First, the model accounts for: (a) objective environment; (b) subjective environment; (c) objective person; and (d) subjective person. Second, the model considers the potential for strain resulting from "misfit either between environmental demands and an individual's abilities to meet them, or between an individual's needs or values and environmental resources to gratify these motives." Third, demands and supplies both of person and of his/her environment are measured using identical units of measure, thus insuring comparability. The proposed model treats the problem of school-related delinquency "as a behavioral response to various forms of psychological strain engendered by the school experience. On the one hand are the strains of self-denigration, anxiety, etc., resulting from failure to meet school-related role demands. On the other are the strains of dissatisfaction and alienation resulting from the persistent frustration (ie. *blocking*, ed.) of the salient needs or values of students."

As this complex model is further described, the tasks/dilemmas/adaptation problems of the two major categories of the person-environment fit concept (self-originating and evnironment-originating strains, above) are described. Concerning <u>student abilities versus school demands</u>, three roles are reviewed

-- those of the academic student in adolescence; the bureaucratic student in class; and the social youth in school. Concerning student motives versus school supplies, three roles are discussed -- personal development dimensions; relationship dimensions; and system change dimensions.

Authors point out that stress engendered by poor fit between the individual and his/her environment may lead to several types of psychological strain, which in turn "may induce various behavioral responses designed to alleviate such strain." Among the types of psychological strain so carefully documented by the authors are: alienation; anger or hostility; anxiety or tension; depression; frustration; resentment; and negative school attitudes. Examples of possible behavioral responses on behalf of students include: passive compliance; active evasion; and delinquent behavior, including criminal acts.

In summarizing the utility/generalizability of this model, authors point out first, that all interrelationships and findings are quantifiable; second, that predictions are empirically testable (due to quantified nature of findings); and third, the model is flexible enough to incorporate alternate conceptualizations of the problem. The remaider of the paper is devoted to illustrating overlap between the personal-environmental fit theory and more traditional theories of juvenile deliquency, and to showing that a number of research findings in the delinquency literature may be interpreted in terms of this model.

In concluding this scholarly and lengthy work, authors draw four implications which, if implemented, are predicted by the person-environment fit model as likely to reduce in-school delinquency. These four points are as follows:

> First, provide alternative educational settings and alternative teaching styles within conventional school settings.
>
> Second, provide alternative success pathways within schools in such ways that youth with varying aptitudes, interests, and aspirations are taken into account.
>
> Third, increase student access to educational planning and decision making processes.
>
> Fourth, broaden the range of legitimate role opportunities available to adolescents.

PROBLEMS: The first two pages of this article need to be rewritten. The information on which these authors drew was considerably less sophisticated and detailed than is current information about crime and violence in public schools. The opening pages weaken the paper, but can be easily corrected.

The extent of annotation and citation in this paper far exceeds the level of detail in other papers of this group. This is not necessarily bad, but it probably is an issue that should be addressed before publication.

MAJOR IMPORTANT IDEAS: The paper, taken as a whole, is compelling and tremendously interesting. The breakdown of duties and responsibilities of students and of schools is very interesting.

FEDERAL POLICY IMPLICATIONS: This paper would be usefully submitted to the Federal Juvenile Delinquency Coordinating Council, chaired by the Attorney General. The overall, holistic approach proposed in this paper has definite

application to planning and research at the Federal level.

IMPLICATIONS FOR FURTHER RESEARCH: It is reasonable that the ideas proposed in this model can be pilot tested -- and from such testing, guides/handbooks for local use can be derived.

LOCAL POLICY IMPLICATIONS: Should this paper be expanded into a practical guide for intervention of delinquent behavior, most school districts would doubtless find it compelling and useful. In the meantime, the recommendations proposed (and repeated in this summary) could usefully be implemented.

DOCUMENT S

MORALIZATION PARADIGMS, POVERTY, AND SCHOOL CRIME: ANALYSIS AND IMPLCIATIONS
Leming, James S.
Southern University at Carbondale, Illinois

This paper proposes to analyze school-based crime within the context of the need for moral education. Author begins this work by noting that laws represent legal codifications of morally sanctioned behavior -- and by extension, breaking a law (committing a crime) represents violation of "standards of right or good conduct:" that is, the commission of a nonmoral action. How standards of right or good conduct are learned or not learned, the content of such standards, and the degree those standards govern daily behavior are all more or less domains studied by social scientists. This paper specifically addresses problems presented by school-based crime in the context of the "moral perspective."

Author takes the position that the origins of school crime are diverse, and for this reason its analysis for purposes of policy development requires a diversity of theoretical perspectives. Further, author posits that the school curriculum -- and especially individual teacher's classrooms -- are key intervention areas for attack on aberrent student behavior. After presenting each of the four theoretical models (paradigms), author discusses the implications for each, concerning moral education.

The psychoanalytic model holds that individual personality consists of the id (governed by the pleasure principle), the ego (governed by the reality principle), and the superego (governed by the equity principle). Author cites four possible "sources of breakdown" within the framework of the psychoanalytic model: (a) antisocial superego (standards of personally appropriate behavior are illegal and/or morally wrong by societal standards); (b) weak superego (weak or incomplete personal standards); (c) weak ego (inability to withstand impulsive desires); and (e) ego functions in the service of impulse defense (rationalization/support for otherwise unacceptable impulsiveness). Author recommends "values clarification" as a strategy leading towards self-knowledge that would help children not want to commit crimes in schools.

The social learning model suggests that pro- or anti-social behavior results from positive or negative reinforcement of previous, similar behaviors.

Author explains how poverty prevents youth from learning morally right behavior concurrent with providing peer and cultural support for morally wrong alternatives. Strategies for correcting this problem include "action projects" aimed at promotion of "prosocial role models."

The human psychology model proposes that personal needs are ordered along a hierarchy of perceived urgency. That is, the need any individual will perceive as most requiring fulfillment will be the first to be addressed. Attention cannot be paid to high-level needs (such as self-esteem or self-actualization) until basic needs have been met (such as physiological or safety needs). Author quotes Maslow (this theory's originator) as claiming that there are no high-level individuals in a ghetto -- because everyone is at a basic survival level. From this, author proposes that it is easy to understand why, if there are no love-relationships with others, poverty can be seen to breed casual harm to others and to their property. "Affective education" is propounded as the intervention strategy likely to overcome these ghetto problems.

The cognitive-developmental model, designed to explain the development of structures of moral thought, holds that there are six stages of moral development ranging from "preconventional level" to the "principled level." Some people make it all the way, others do not, but all people judge their immediate environment form the perspective of one of these stages. Author notes that "socioeconomic status is positively correlated with stage of moral reasoning... and that delinquents reason at lower stages than nondelinquents do." Course materials designed to spur moral development in classroom settings is recommended as an appropriate strategy to move persons ever upward in the scale of morally right thinking.

By way of concluding the article, author admonishes readers that "Unidimensional programs aimed at only conduct, or only knowledge, will be successful only as the programs accidentally deal with the other dimensions. For programs aimed at the control of school crime to be successful, it is necessary to address the complexity of morialzation head on and build programs that deal with all the dimensions on which learning has taken place."

PROBLEMS: General, unspecified use of the words "school crime" causes author to make wild causal statements of dubious merit (e.g.: "school crime appears to be more sporatic and episodic than adult crime.").

This article is what might politely be called "lofty." There is little practical benefit to be derived from any content. There is no relation between the concept of "school crime" the way it is used by this author and the reality of destroyed schools. One simply doesn't go in and teach moral education in a school that is out of control.

All the author's arguments for close examination and intermeshing of paradigms of morality focus on the CHILD as the problem instead of considering the school as contributory, at least to some extent. This is contrary to current trends in treating violence in schools.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: None.

MAJOR IMPORTANT IDEAS: None.

IMPLICATIONS FOR FURTHER RESEARCH: None.

DOCUMENT T

POVERTY, SCHOOL CONTROL PATTERNS, AND STUDENT DISRUPTION
Lesser, Philip
Washington University, St. Louis, Missouri

SUMMARY: Author posits the theory that student commitment to the tenets of education as expressed by the local school represent the most effective and long-lasting method for assuring safe learning environments which are free from fear and anxiety.

This article begins with the perceptive observation that much current public sentiment considers that schools would be "safer and more effective places for learning if only more rules were instituted and more effecient means of enforcing those rules were developed. This type of thinking is commonly advanced during discussions of so-called high-crime schools in inner cities." Although this position is reasonable within the context of a society governed by rules, author suggests that theoretical and empirical grounds exist for questioning "get tough" policies in schools.

The next section begins an exploration of a variety of social phenomena frequently cited as "reasons" for violence in schools. These phenomena include: (a) characteristics of society -- such as inherent societal violence, family violence, television violence, and so forth; (b) characteristics of students -- psychological abnormalities, low-level ego development, blocked goal attainment, cultural deprivation, and so forth; and (c) characteristics of schools -- physical layout, physical size, content of courses, fairness of rules, and so forth. A separate section is devoted to discussion of the historical treatment of poverty as a correlate of disruptive student behavior. Concerning poverty and youth crime, it is concluded that there is no clear evidence that youth from low-SES families exhibit unusually high degrees of deviant behavior in schools.

The following sections concern organizational analysis of school disruption, poverty and school control patterns, and analysis of the range of solutions applied by schools to problems of crime and violence. Although these are lengthy sections, the general arguments can be synthesized as follows. Schools organized along rule-oriented control patterns are likely to be less effective in responding to disruption -- and more likely to engender it -- than are schools with an internal-control, or normative, orientation. While poverty does not explain school disruption, many low-SES students are in external-control-oriented schools. Discussion of the four general categories of solutions generally applicable to the reduction of violence in schools (security systems, counselling services, curriculum/instructional programs, and organizational modification) lead to the conclusion that organizational

modifications appear most effective, since they can be expected to increase student commitment to the school through internal controls.

In finding that "students committed to an organization are not going to act out against it," author is forced to conclude that "Altering school organizational patterns to increase internal-control orientations calls for effort by both students and school staff. Students need to recognize their responsibilities as members of a community. Administrators need to be committed to increasing student access to school governance, for example, if students are going to take the school's goals for their own. Hopefully, these kinds of changes will reduce school disruption."

PROBLEMS: Although author notes the problem that this field of study is frequently confusing because terms are not defined, this reviewer finds himself confused when reading this paper for precisely that reason. That "student disruption" is not found tied to low-SES youth tells me nothing at all. For example, does this mean that by grouping vandalism (or most other property offenses) together with assaults (or most other personal offenses) as "disruption," the resulting National profile finds suburban schools "as disrupted" as schools in low-SES neighborhoods?!

Careful rewriting and additional support for proposed theory is recommended by this reviewer. (NOTE: Conclusions are reached more as a statement of opinion than as tight statements dictated by insightful logic.)

IMPLICATIONS FOR FURTHER RESEARCH: The issue of school organization and the solicitation to violence is personally intriguing to this reviewer. This is an area badly needing further research -- especially research directed toward the development of practical recommendations useful for school district administrators and local school personnel.

FEDERAL POLICY IMPLICATIONS: The appropriate role of the Federal government is one of research support along the lines discussed above.

LOCAL POLICY IMPLICATIONS: Local school districts wishing further to explore this area could locate academicians willing to direct such projects. School district support would probably be a tremendous incentive to initiate such a project. Small grants could be obtained from Washington.

MAJOR IMPORTANT IDEAS: The idea of cross-analysizing characteristics of low-SES youth with organizational structures of schools is compelling, and deserves further treatment.

DOCUMENT U

SCHOOL, ALIENATION, AND DELINQUENCY
Liazos, Alexander
Regis College (Weston, Massachusetts)

SUMMARY: Taken from a socialist perspective, schools are viewed as tools of capitalistic industry. From this viewpoint, the "real" function of schools is exposed NOT as institutions where children are prepared for spectacular and fulfilling adult lives, but as institutions designed to keep people in their places. "Schools always have functioned to socialize most youth to limited lives and jobs, and many others to dead-end jobs and lives seen as failures. They have taught obedience, discipline, and rigidity to create people fit for the fates awaiting them. They have succeeded with most youth; many of the failures of the system are labeled 'delinquents.'"

An interpretation of the history of American education is traced, beginning in the late 1800s when Congress contrived to reduce unemployment and protect adult wage-earning ability through cumpulsory "warehousing" of children and youth in schools -- thus keeping them out of the labor market. To "sell" this idea to the public, education was, from its inception, designed to prepare youth for the jobs from which they had just been excluded. That is, education was seen to prepare youth for construction and large-industry positions. This "preparation" consisted largely of instilling in youth traits of "obedience, punctuality, rigidity, willingness to do boring and repetitive tasks," and so forth. This arrangement was particularly useful for industry, where the very few thinkers-and-planners needed masses of obedient (and not too well educated) bodies to carry out the fruits of thier thinking and planning.

Methods utilized by schools to keep children off guard -- to prepare children for different types of future work experiences than they would likely choose as thinking persons -- are overviewed. These methods include use of testing (and resultant "tracking systems"), higher per-pupil expenditures on youth attending suburban versus urban schools, and entirely different teaching strategies for youth in suburban versus urban schools. Author points out that these systesms of differentiating the individual capabilities of urban and suburban schoolchildren follows this country's tradition of assuring that working-class children end up as automatons in appropriate working-class jobs, whereas the sons/daughters of the wealthy must be prepared to think on their own in order to assume managerial posts as adults.

In this context, delinquent behavior is viewed as youthful reaction against the tyranny of American education -- a reaction that cannot be tolerated by a capitalistic society, and is censured whenever possible. (Reviewer's Note: This argument is presumably based on the premise that schools offer only very limited opportunities for creativity -- since they focus so extensively on rigidity and obedience. Thus theft, assault, drug use, and so forth represents reasonable and appropriate avenues of expression by youth who perceptively see through the ruse perpetrated against them by the capitalistic educational system.)

Author concludes this paper by noting that: "Schools are dominated by, and do the work of, the corporate economy. We cannot focus on schools as the problem or the solution. Rather, we need to change the economy and the society, and the ruling groups which control them. We must create a true democracy where all people control all institutions."

PROBLEMS: Although a theory is presented -- or, at least, a point of view -- practical implications are not drawn. Indeed, the conclusions presented by the author are so global that readers are left without an understanding of what limited actions are possible within the context of current reality.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: None.

MAJOR IMPORTANT IDEAS: None.

IMPLICATIONS FOR FURTHER RESEARCH: None.

DOCUMENT V

SCHOOL CRIME AND BELONGINGNESS
MacDonald, Scott and Chester Oden, Jr.
University of Hawaii and University of Minnesota

SUMMARY: This article reports a four year study of the Job Corps Training Center in Honolulu, Hawaii. The Center offers basic educational opportunities to young people "who have not fininshed high school, and includes graduation either from the school which they last attended, or through GED testing. The Center also offers vocational training and job placement." By aquainting readers with the Center's management problems and steps taken to maximize desirable behavior, author hopes that guidance will be provided respecting ways administrators of other educational institutions can impact behavior of residents. (NOTE: "Some similarities and differences between this facility and the public schools are mentioned.")

The first part of the paper describes the Center itself. Founded as an Office of Economic Opportunity Job Corps Center in 1965, it has slowly evolved into a comprehensive multi-faceted educational institution for dropout/pushout and court-referred youth. The Center is a residential program focusing on three areas: (a) academic training; (b) vocational training; and (c) counseling. As the students are what is called "high-risk" youth (from the point of view of delinquency-proneness), it is not unusual that issues of misbehavior are of paramount concern in this Center. Authors describe the history of coping with behavior problems, observing that until INCIDENT REPORTS became mandatory and offenses were categorized by severity and sanctions, little success was seen in curbing them.

From the developmental work with the Center's students, two fundamental questions were found be frequently be asked. First, it was not clear whether or not a student's personality was already set: it was not clear

that youth between 16 and 20 with criminal records were subject to further socialization. Second, it was not clear whether the Center could influence individuals coming from home environments with "serious problems."

It is the research of three studies -- which originated to answer these two questions -- that constitutes the majority of the remainder of this paper. "The first study examines the hypothesis that individual stress at the Center is related both to visits to the clinic and to acts of misbehavior. This view suggests that stress-induced misbehaviors can be identified early and prevented. The failure to demonstrate such a relationship fostered subsequent work. Study two examines data collected over a six-month period when the Center had begun an autonomous group-management system. It searches, by statistical means, variables which might be related to 'good' Center adjustment (no misbehavior) versus bad adjustment (many misbehaviors). Again, findings were negative, but useful. The third study compares misbehavior at the Center before the introduction of the autonomous groups and after the introduction of the (ultimately successful) system."

Almost from the beginning of the third study, it was apparent that minor and major misconduct was being reduced, but also that individuals were for the first time reacting out of regard for the anticipated reactions of their peers in potential misbehavior situations. Also, "other anecdotal evidence supports the findings of the third study that a sense of belongingness on the part of youth is an important factor in stimulating anticipation of the consequences of behavior, which appears to mediate both negative and positive behavior."

Remaining pages discuss the informal services of the Center, and ways they interact to form the whole program. These services include: (a) health services; (b) food services; (c) orientation; and (d) preparation and release.

By way of conclusion, authors note that this self-contained boarding institution is quite different from regular public schools, and different in ways that make comparisons difficult (such as: use of pay incentives; use of weekend passes; and age -- 16 to 20 -- of attending youth). Nonetheless, some general implications are drawn. First, the major force which shapes the behavior of the participating students is seen to be their participation in the program -- participation that put them in contact with peers and with the administration of the Center. Second, factors internal to the school, rather than generally societal ones, are the chief determinants of control over unwanted behavior. Third, a sense of belonging (identification with the goals and objectives of the society) is positively correlated to good behavior.

PROBLEMS: This paper seems to be presenting findings flowing from a very pragmatic response to a pragmatic problem: this does not seem to be a report of sophisticated testing of a traditional or innovative theory. In addition, it appears to this reader that the underlying theory is simply that of behavior modification -- rewards and punishments. The paper is lengthy and rambling.

An additional problem is that it is almost a platitude to observe that these kinds of educational institutions are run quite idiosyncratically -- and are really driven by the charisma of the leadership. The approach taken in this project -- quite apart from the fact that it is largely not transferrable to public schools -- is probably not even transferrable to other similar facilities.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: None.

MAJOR IMPORTANT IDEAS: None.

IMPLICATIONS FOR FURTHER RESEARCH: None.

DOCUMENT W

SCHOOLS: ANTIQUATED SYSTEMS OF SOCIAL CONTROL
Marrola, Joseph A., John H. McGrath, and J. Sherwood Williams
Virginia Commonwealth University

SUMMARY: Authors begin by observing that literature purporting to explain recent increases in student misbehaviors and crimes by focusing on STUDENT CHARACTERISTICS as the causal factors has failed to prove that point. Therefore, this paper is devoted to a limited discussion of the structure of schooling as it relates to a solicitation of violence on behalf of youth. Since "schooling" is such a large topic, this paper is restricted to a discussion of "forms of social control utilized by the schools in the past to ensure conformity on the part of students,...why those forms no longer are appropriate, and why they may even be exacerbating the present disruption."

Authors mention three important consequences of the schooling process (custody/control, certification, and selection) and go on to discuss the issue of custody/control in some detail. It is noted that compulsory attendance laws makes the custody/control issue a critical one, for schools are thus forced legally to retain involuntary members mixed with willing students. Authors comment that it seems that recent years have recorded an increase in the percent of involuntary members at schools, and a decrease in the unquestioned power/authority of teachers and school administrators. These phenomena combine with and are tied directly to increased violence and crime, say the authors.

Examination is made of problems facing single classrooms respecting the twin combinations of mixed voluntary/involuntary students, and loss of respect for authority. While observing that a school's or classroom's stability is related more to satisfaction with participation in rulemaking "than on satisfaction with the actual content of the rules," authors go on to discuss some of the ways student's rights have been negotiated out of schools. First, because the modern school is so large, and because such a school must impose rules negotiated (at least to some extent) with the majority (or most vocal) students, some percent of the student body must, by definition, feel alienated and put upon in terms of their individual rights of expression (real or perceived). Second, some students fail to see the relationship between schooling and life-goals: such persons will fail to cooperate fully with the school and will likely be censured through low grades, loss of privileges, and so forth. Third, to the extent that schools fail to convince their clients (students) of the utility and value of schooling, peer pressure among the students to resist the legitimate actions of the school will have to be

met by increased recourse to blind power and absolute authority by the school (for example, recourse to school security officers in schools).

Concluding, authors note that as social animals, people can easily subordinate individual interests to the good of the group, but in secondary schools, the educational process is frequently not seen as a collective purpose -- hence the need for personal sacrifice is not obvious. This is especially true of those alienated youth who see themselves involuntarily forced to submit to regimentation and rules and coursework in which they have no voice. Although most schools succeed in achieving majority compliance with school rules and regulations, it is merely a superficial compliance -- and won at the costly expense of alienating students from any real and ongoing connection to the collective process of becoming educated.

To address this problem, authors suggest that "education must be structured so as to lead to commitment." This can be accomplished in a two phased program. First, integrate the student's role in school with outside activities, in order to promote understanding in youth of the interrelationship between school and life. Second, promote the concept/belief that individuals are responsible for controlling what happens to them now and in the future, in order to promote more thoughtful student behavior. Concisely stated, the underlying premise here is that "if a person invests a certain amount of time and energy -- invests his/her very self into a particular line of action or identity -- he/she will become committed to avoiding behaviors that risk the disruption or noncontinuance of the commitment. Schools, then, must concentrate on developing students' commitment to identities that complement the collective purpose of learning."

PROBLEMS: This paper reads as if it were written without an outline. There is very poor logic flow, and the points made in the body of the text do not obviously fit in the sections in which they appear. Further, although the paper begins by stating that they will not be addressing student characteristics, for that is the erroneous way that other literature has taken, virtually all this work is devoted to reactions of schools to student behaviors -- a very fine line to draw, and considerably different than the stated objective of addressing the school variables which impact youth. On the other hand, some sections do, indeed, clearly address school variables impacting youth. In all, this is a difficult paper to read, and it should be rewritten.

MAJOR IMPORTANT IDEAS: The idea that compulsory attendance laws caused a mixing of involuntary and voluntary youth in schools is a new one to this reader. Further, the recent court cases of Gault (1967), Tinker (1969), and Wood (1975) further support this thesis, for these cases have forced schools to retain many more of the "borderline" pupils than were retained even a decade ago.

The idea that even the superficial compliance of youth to the rules of the school will work against society in the long run because children will fail to understand the cooperative nature of education is important and new.

FEDERAL POLICY IMPLICATIONS: It is possible that someone in the Office of Elementary and Secondary Education might want to share some of the more salient aspects of this article with Chief State School Officers. Perhaps in the form of a "Think-Piece" article discussing the possible problems

of crime and disruption obtaining from students' inability to conceptualize the collective purpose of education, and the individuals responsibility for his/her actions.

LOCAL POLICY IMPLICATIONS: As above, applied to local situations.

IMPLICATIONS FOR FURTHER RESEARCH: It would be nice to substantiate this theory. That is, whether or not students *really* conceive of education as a collective act, and whether that variable has anything at all to do with crime/disruption levels in a school would be useful information. It seems to this reviewer that if it could be established that this were the case, a National public relations campaign could be mounted by the Government clarifying the reasons why youth go to schools.

DOCUMENT X

CRIME AND PUNISHMENT IN THE SCHOOLING PROCESS: A HISTORICAL ANALYSIS
Newman, Joan and Graeme Newman
State University of New York at Albany

SUMMARY: This work begins with an appeal to logic, reasonableness, and history. Noting that it is popularly believed that today's "discipline crisis" is a new phenomenon, authors dedicate themselves in this paper to the demonstration that there is extensive evidence indicating quite the contrary -- that this is a period of much *less* noted disruption, but much *more* extensive reporting of what disruption is taking place. To make their case, authors take us back, historically, as far as medieval times, and then return us to the first part of this century. The justification for this historical journey is the theory that school violence -- violence perpetrated against children in school -- is tolerated in society in direct proportion to the extent to which violence against children is tolerated in family settings. That is, where parents whip children, schools whip students.

In society in medieval Western cultures, there was no such concept as "childhood." Children were simply small adults -- but they "did not count... (T)hey could be sold off, abandoned, or killed" virtually at the will of adults. It is postulated that the very high infant mortality rates led parents to view children "as a highly temporary member of the family." By the seventeenth century, the concept of "original sin" became popularized, and youth found guilty of offenses in schools were partly or wholly stripped of clothing (depending on the time period) and "whipped until they bled."

Although corporal punishment was abolished in 1882 in France, it was then at the height of popularity in England, where it continues to be used to this day. Excellent and tremendously enlightening examples are provided of student retribution against conditions in the schools, including the massive use by schools of corporal punishment (for example, one school in England in 1818 required two companies of soldiers armed with fixed bayonets to quell a mutiny). In Colonial America, schoolchildren were beaten as a matter of course. John Calvin's 1559 catechism is cited thus: "God will not only punish them (disobedient children, ed.) with everlasting payne in the day

of judgment, but He will execute also punishment on their bodies here in thys worlde; eyther by shortnynge their life, eyther by procuring them a shameful death, either at the least a life most miserable." In Connecticut and Massachusetts, capital punishment was the penalty for disobedience to parents. In schools, "corporal punishment was routinely used, both for purposes of control and character regeneration. Textbooks inculcated terror of a stern God, and repetitive drill was the method of instruction. Teachers were chosen for impeccable characters, rather than for any talent or enthusiasm for the position." In sum, in America as in Europe, "schools became reflections of the general status accorded to children."

The paper shifts briefly to discuss reports of juvenile delinquency throughout the last few centuries. Examples provided include those of public meetings in the early 1800s concerning growing alarm over juvenile gangs, and an article in 1857 admonishing the public that "'young Americans' should be warned to stop the increasingly noticed practice of carrying pistols."

Schoolhouse conditions of the mid-1800s are discussed (ill-heated, ill-ventillated, poorly supplied, overcrowded), as are the teachers of that time (not prepared as teachers, poorly paid, low on the social scale, lacking control). Moving on into the twentieth century, authors observe that American education was heavily influenced -- especially in the Eastern and Great Lakes States -- by immigrants. It is at this time that schooling became available to wide segments of the population. By 1918, 75% of the country's youth (including 20% of the Black youth) were attending schools. By the 1930s, "disorder, insubordination, and violence in New York and in other American cities necessitated debate about the form of education best suited to imposing order and simultaneously meeting the changed needs of both the pupils and society."

At risk of making this review overly long, repeated here is the superb conclusion to this outstanding article.

"Our general conclusion, then, is that there has always been a "crisis of discipline" in schools -- or at least since the middle ages, when the concept of childhood emerged and children came to be seen as a class separate from adults. This attitude developed more and more over the centuries, with teachers resorting to ingenious physical humiliations and punishments to assert their own status. The most visible and serious crises in the schools occurred side by side with massive use of corporal punishment, insistence upon immediate obedience, maintenance of rigid rules, and learning endless material by rote. Since the nineteenth century, we have slowly limited the use of corporal punishment and loosened the rules of school behavior. But we have simultaneously moved to keep children as children for a much longer period than ever before -- for many, for at least a third of their lives. It seems predictable that the crises of authority -- adult vs. child, parent vs. child, teacher vs. pupil -- will become even more accentuated.

"Thus, despite liberalization of school discipline, school violence continues -- in street gangs after school; in organized strikes in school; in massive, sullen resistance to learning; and in individual children taking vengeance on the school by arson or vandalism for dealing with them as children, for

forcing them to obey and to learn. Yet this is surely a reasonable "oppression" when one considers the terrible manner in which children were exploited when they were treated as adults.

"So what should we do? We should learn to live with the "crisis." Like crime, illness, and pollution, it is part of the social order. But this does not mean that progress cannot be made. In fact, one is forced to conclude that considerable progress has already been made. A marked decrease in the use of abusive corporal punishment and often debilitating methods of treating children in schools has not been accompanied by a serious increase in violence from a broad historical view."

PROBLEMS: None.

MAJOR IMPORTANT IDEAS: It is tremendously important to view a social phenomenon, such as violence in schools, in a broader historical frame than is usually done. Commonly, the public has a 20-year viewpoint. Adults look back on their childhood and use that experience to frame opinion of current events. In the context of the centuries of human development, trends stand out much more clearly. This work -- stressing as it does that vantage point of time -- allows us to step back from the visceral involvement we feel with our own time and judge our schools and our children with greater objectivity.

FEDERAL POLICY IMPLICATIONS: The overriding lesson to be learned from this article is that corporal punishment in schools should be stopped. It serves no possible purpose, and evidence hints that it actually encourages counteraction by youth. It may be feasible for the Secretary of HEW to initiate policy statements -- or the President may be empowered to issue an Executive Order.

LOCAL POLICY IMPLICATIONS: It is well within the power of local school districts to initiate policies and procedures that forbid corporal punishment.

IMPLICATIONS FOR FURTHER RESEARCH: In preparation for a National policy to forbid corporal punishment, it is possible to conduct research into behavior patterns of school districts that forbid corporal punishment matched with some that still allow it. Baltimore, Maryland, for example, forbids such punishment.

DOCUMENT Y

ORDER AND DISRUPTION IN A DESEGREGATED HIGH SCHOOL
Noblit, George W. and Thomas W. Collins
Memphis State University

SUMMARY: If there is a theory hidden within this description of the effects of administrative style upon the character of order and disruption in a 500-student desegregated Southern school, it is that neither the negotiated

nor the bureaucratic management systems used alone can succeed in making and enforcing rules to the satisfaction of the internal school community AND the society to which the school must be responsive.

This paper describes research conducted using ethnographic methods to investigate control systems and their effects upon students and staff of one school. Before discussing the study in depth, authors describe the craft of ethnographic research. They observe that such research consists of: (a) gathering data directly from the people involved in the categories that are relevant to them; (b) placing events in context of the total experience under study; (c) incorporating history as a natural event in the studied experience; and (d) comparing the variety of classes of events that make up that experience. Both interpretive understanding and causal explanations are necessary to satisfy the notion of a scientific proof.

The school (given the pseudonym "Crossover High School") is described historically. It began in 1948 and was so located as exclusively to serve offspring of the economically affluent from the local city. The students were highly homogenous, highly academically-oriented, and had a college attendance rate of about 95%. Faculty were all white. Unitl 1969, turnover was minimal. In 1972 a desegregation plan paired Crossover with Feeder School. Although Feeder was located in a poor and more violence-prone part of the community of Crossover, the Black parents voiced similar fears and concerns about merging schools, both of which had a strong histories of community support and involvement. The transition was difficult, and the authors briefly outline some of the problems faced by the first principal -- until he was replaced in 1976. By 1976, Crossover had metamorphosed to a vocational school with a White/Black student ratio of 30/70.

Authors go on to describe differences in rule making and rule enforcement between the first and second Black principals. The first used an informal system of negotiated order (including differential and varying enforcement of rules), whereas the second principal used a more formal system of bureaucratic order (in which the principal assumed an authoritative role and enforced all rules to the letter).

After desegregation, the school contained four student networks, termed honor students, freaks, active Blacks, and Red Oaks Blacks. These groups were differentiated according to class, race, and commitment to school (vs. street). Ways the better students were accorded honors and priviledges are discussed. There is extensive discussion of the ways these networks reacted to school rules both under the "negotiated" system of the first principal, or under the "bureacuratic" system of the second principal. An important observation made in this section is that whereas youth under "negotiated rules" openly complained of some differential treatment of members of other network youth and of uneven treatment even within their own network, there was an openness and willingness to speak of these problems: students followed the principal's rules, and were friendly to and respectful of him. On the other hand, it is observed that youth under the "bureaucratic rules" of the second principal ceased talking about the school's enforcement of rules and regulations, increasingly felt them to be illegitimate, and quickly began to develop collectively hostile and unfriendly attitudes toward the second principal. The conclusion drawn here is that neither system will work alone, but that together, there is some chance of success (see "problems" section, below).

PROBLEMS: Authors were asked to write about a theory of school-based crime and/or violence, but are here presenting a report of an ethnographic study. Purely by accident, it is possible to develop some kind of "theory" at the end of this paper, but only because authors insert findings from a second research project that has not been discussed in the body of the paper. That is, whereas the body of the paper discusses two distinct kinds of management styles that existed in one school, authors mention another school wherein the principal successfully blended the two sytles discussed in this paper, and draw from that fact the extrapolation that only the concurrent use of negotiation and bureaucracy can ensure successful and rewarding school management. Although this "trick ending" rescues the paper -- in that it provides a "theory" -- it violates rules of organization and of logic.

MAJOR IMPORTANT IDEAS: The relationship between the management style of the local school administrator and the social climate of the school has long been regarded as vital and intimately intertwined. The use of ethnographic research to scientifically identify important variables of in that relationship is important.

FEDERAL POLICY IMPLICATIONS: See "Research," below.

LOCAL POLICY IMPLICATIONS: This paper offers alternative explanations for the success and failure of principals across certain dimensions not often considered. Should further research make available scaling instruments to grade administrators across these dimensions, better understanding of student misbehaviors in schools would likely result.

IMPLICATIONS FOR FURTHER RESEARCH: This paper represents a starting point from which other ethnographic studies can be developed into other aspects of management style of principals as they affect the social climate of schools. This is quite important and timely, for the Safe School Study of the National Institute of Education repeatedly stresses the importance of the local school administrator in setting the tone and climate of the school.

DOCUMENT Z

HUMAN RELATIONS IN SCHOOL SETTINGS
Oden, Chester W. Jr, and W. Scott MacDonald
Universtiy of Minnesota and the University of Hawaii

SUMMARY: The theory propounded in this article is that much racism and prejudice is unintentional, and once a reasonable person sees his/her actions as systematically unfair/unjustified, that person can and will begin to shed such biases. To support such a theory, this paper generally examines ways "discriminatory attitudes affect both victims and members of the dominant group." The focus of this article is on actions of individual teachers, although some discussion of prejudicial peer pressures is included.

Authors explain that information for this article came from the Human Relations Program at the University of Minnesota: a program instituted better to teach human relations skills to potential and to experienced teachers throughout the State. Although components of the discrimination/racism model are identified as (a) attitudes/biases; (b) laws, regulations, traditions; (c) institutional structures; and (d) current practices, only ATTITUDE/BIASES are discussed in this paper. This is so, because ATTITUDES; (comprised of feelings, thoughts, and actions) are seen as the most accessible level at which controlled interactions can occur.

The first detailed discussion centers on the human failing of using simplified stereotypes to represent groups of individuals. Thus "basketball players" or "artists" or "Chicanos" recalls to an individual a set of characteristics which contain a mix of truths, half-truths, and misinformation. It is pointed out that this "information-compression" is actually quite necessary much of the time in order quickly to communicate quantities of complex ideas to other persons. However, if not closely monitored by the speaker, this practice can lead to damaging and unfortunate consequences as stereotypical views are applied to individual members of the larger group. For example, it may be hard to think of a delicate-looking art student as a devoted flyweight boxer; it may be difficult to think of a big, rough-looking Black 16-year-old as an enthusiastic scholar of the Classics.

The second discussion concerns individual attitudes about physical abnormalities. It is noted that the most difficult problem for teachers to overcome is the tendency to view physical anomalies as "ugly" and as extensions of "ugly personalities." The third point concerns attitudes regarding both mentally retarded youth and youth exhibiting behavioral problems. It is mentioned that problems presented by both kinds of youth are frequently exacerbated due to their grouping in one class. (That is, removed from other classes where they represented disruptive influences, they are now all grouped in one class.) There is some discussion of students ridiculing and ostracizing fellow students who are identified with certain "unacceptable" characteristics (dissimilar race, low intellignece, physical handicap). There is also brief discussion of ways adults drop prejudices once they are made aware of them.

Authors conclude by observing that Human Relations Training -- the process in which a person examines his/her own negative attitudes, complete with categories about minority-group members, and begins to expose the ideas about the minority to real-life experiences -- is vitally important in school settings. This is particularly true for those persons who are willing to consider that they may hold biased stereotypes of persons or groups. Working through such a human relations program, contend the authors, leads to improved teaching, and fosters healthier self-perceptions.

PROBLEMS: Article does not present a tight defense of a theory, beginning with the problem statement, including premises/constraints/limits, and moving thorugh examples to a conclusion. Indeed, this paper begins with the statement of their "good idea," and concludes by saying that it is a good idea. In between, readers are provided examples which suggest that some of the elements are, indeed, good ideas.

IMPLICATIONS FOR FURTHER RESEARCH: It would be interesting to compare the classroom behavior of students with teachers exhibiting certain carefully defined and measured prejudicial attitudes with the classroom behaviors of students with teachers matched for similar characteristics, but without the prejudicial attitudes. Such findings might have local or National implications and use.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: None in this form; see "research," above.

MAJOR IMPORTANT IDEAS: None.

DOCUMENT AA

THE CREATEION OF DEVIANT BEHAVIOR IN AMERICAN HIGH SCHOOLS
Phillips, John C
University of the Pacific, Stockton, California

SUMMARY: Author immediately distinguishes between delinquent behaviors influenced by outside variables and those attributable to school factors. The theory proposed in this article, which is based on Albert Cohen's "delinquent subculture" theory modified in terms of a social psychological approach known as "balance theory," states that there are conditions within the school which contribute to delinquent behavior in youth but which are subject to modification and control by the school-institution.

To begin, author reviews "Cohen's general theory of subcultures." It is recalled that Cohen argued that human behavior focuses on solving problems, and that individuals who cannot find socially acceptable solutions to their problems may turn to illicit behavior. An extension of this thesis is that if unadjustable problems exist for sufficient numbers of socially similar persons (eg: minority groups separated by religious beliefs, race, sexual preference, and so forth) "these actors may collectively develop a special cultural solution to the shared problems." Since the appeal of the shared response is useful to only a small number of people, this new cultural solution may be viewed sociologically as a subculture.

After review of the "general theroy," author explains its specific application in this instance, explaining: "We will argue that low school status (failure) leads to dislike for school which leads to involvement with antischool friends and an antischool subculture which leads to antischool (or deviant) behavior.

The next major section of this article is that discussing a restatement of Cohen's theory in terms of a social paychological approach called "cognitive balance theory." Simply expressed, this theory states that "a person will tend not to harbor conflicting perceptions about two related objects, but will tend to view pairs of related objects in the same terms -- either favorably or unfavorably. Although a number of combinations of examples are given, one

example should suffice here: If P likes X, and X dislikes O, then P will tend to dislike O.

When applied to schools, this formula of congitive balance theory sounds like this: "The boy (P) must either accept the school's negative evaluation of himself (X) or adopt a negative evaluation of the school (O). Author observes that once a student is caught in this web, solutions are quite limited. Youth may try to change school's evaluation of him by working harder -- but tracking and natural ability may present blocks. Youth may try to withdraw from school -- but parental and/or legal pressures may hinder that. Youth may "trivialize" the situation by viewing grades and school approval as unimportant -- but in today's society the only approbation available to youth is through school success. The conclusion, usually, is that youth adopt a dislike for the school (as a form of dissonance resolution). Whatever the school likes, he will dislike: whatever the school dislikes, he will like.

The next section of this article establishes linkages between the proposed causal chain of events flowing from achieving low school status, to expressing dislike for school, to maintaining antischool friends, to exhibiting antischool behavior. (Although this causal chain is simply stated, the author uses twelve pages to thoroughly document this proposition and to cite earlier research that is directly relevant. ed.)

The remainder of this work is devoted to discussing findings from a small research effort conducted to test either major hypotheses derived as aspects of this causal chain. Four hundred sixty-nine boys from two high schools in central New York State were administered a detailed questionnaire of the author's design. The two primary conclusions are as follows: (a) "The data of the present study...indicate that school-related causes -- school status and affect toward school -- can act to create some deviant behavior among high school boys"; and (b) "School status in particular appears to be an important determinant of juvenile misconduct,...(even) more important than social class...when both are controlled."

Implications from this theory -- and resultant research -- point to the need for smaller schools which can provide status-improving activities for all pupils. Non-academic school-approved activities that enable youth to be bound to the purposes of the school are seen greatly to reduce inclinations to rebel.

PROBLEMS: This paper would benefit from additional examples of pragmatic applications of the theoretical model.

IMPLICATIONS FOR FURTHER RESEARCH: The degree of rigeur shown by this researcher in attacking the problem of deviant behavior in schools should be featured as a model for further, related work. It is superlative. Further research into some of the pragmatic applications of this theory would be most useful, for without that additional research, this theory is relegated to academic interest.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: Taking the lead from implications drawn from this research, local school districts should be able to come up some some simple policies and procedures that would help youth in large schools gain non-academic attention and status.

MAJOR IMPORTANT IDEAS: The author astutely notes that as research into deviant student behavior becomes ever more sophisticated, seemingly simple answers become useless in the face of lack of substantiation. It is useful to note that the author of this article failed to have two of his hypotheses validated by the research, but was willing to admit that fact and discuss the ramifications of part of his theory. This discussion of theory-failure is very important to the growth of this field. So, too, is discussion of program-failure -- but that is seldom done.

DOCUMENT BB

AN INTEGRATED, COMMUNITY-BASED APPROACH TO THE DIAGNOSIS AND TREATMENT OF DISTURBING BEHAVIORS SHOWN BY CHILDREN AND FAMILIES
Pooley, Richard C
The Pendleton Project; Virginia Beach, Virginia

SUMMARY: This paper sifts through vast amounts of information relating to antisocial behavior in children, breifly discussing theories of delinquency causation, explaining findings from an ongoing program addressing needs of disruptive youth, and drawing some conclusions about effective ways of treating such youth. Topics are held together through discussion of the author's experiences connected with the Pendleton Project -- an inter-disciplinary, community-based treatment center for children aged 6-12 with very severe behavioral problems.

The section on "theoretical considerations" makes the point that there is a wide scope of theoretical explanations relating to antisocial behavior -- and since youth become antisocial over long time periods, it is probable that no single theory can explain all such behavior. There is discussion of many theoretical considerations specifically applicable to development of a treatment program. Author points out that the overriding strategy utilized by the Pendleton Project is that of learning theory, actualized in Skinnerian-type behavior modification. The guiding principle underlying Pendleton's treatment is termed "the constructional approach," and is designed to reinforce positive behaviors at home and in the treatment setting. It almost represents a summary of the Pendleton Project's approach to quote that "Rather than becoming distracted by attempting to name (a child's) dysfunction, we concentrate on what the child cannot do and, more importantly, on what he can do. We expand his skills from his existing relevant repertoire."

Author goes on to discuss the Project in some detail. First described is the short-term intensive treatment of severe behavior disorders. This is one step more sophisticated than simple school/home treatment using behavioral contracts, but is not yet to the degree of intensity seen with long-term residents. Conducted for a period ranging from two to nine weeks, the intensive-care approach is applied to about 15% of all contacted youth.

Time is spent in detailed discussion of various aspects of the Pendleton Center -- including such topics as the principles of outpatient treatment, characteristics of clients, flow of services, and so forth. Toward the end of this paper, author reviews plans to analyze 834 family/personal variables collected for about 700 subjects in order to develop "an efficient diagnostic/prescriptive/treatment mechanism."

Author concludes by defending the high costs of this residential center ($500,000 per anum) by noting the high success rates (76% "successful" upon termination; 58% "still successful" after one year) and the multiple benefits (staff from other city agencies sometimes train at the Center; future serious and costly problems resulting from unchecked youthful misbehavior are avoided).

PROBLEMS: This paper does not present a theory, but contains a laborious and exhaustingly long (53 pages) blow-by-blow account of a project serving severely disruptive youth. Although the author opens his "Conclusions" section with the statement: "My intention in this paper has been to give a concise picture of the increased disturbing behaviors shown by children and of the cost of such behaviors in terms both of dollars and of human misery," this reviewer finds the "picture" to be far from concise, finds no orderly discussion of variations in disturbing behavior, and finds no discussion of costs of behaviors in any terms other than the repetition of old and inaccurate data on the national extent of the problems of crime and violence in public schools.

This paper contains logic leaps -- transitions from one idea to the next leave out valuable and necessary information. Readers must develop a high tolerance for acceptance of statements that seem, at least superficially, to be inaccurate and/or misleading.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: None.

MAJOR IMPORTANT IDEAS: None.

IMPLCIATIONS FOR FURTHER RESEARCH: None.

DOCUMENT CC

SCHOOL CRIME AND CONDUCT DISORDER
Quay, Herbert C.
University of Miami

SUMMARY: This paper espouses the theory that school-based crime is primarily a manifestation of CONDUCT DISORDER, and that techniques of behavior modification can successfully reduce such actions.

Author begins this article by noting that virtually the entire range of youthful misbehavior can be categorized as falling within one of four groups

These categories are: (a) conduct disorder; (b) personality disorder; (c) inadequacy-immaturity; and (d) socialized delinquency. Conduct disorder consists of behaviors clearly at variance with societal expectations, and are clearly unwelcomed both by adults and by other youth. Personality disorder is characterized by subjective stress, exhibited in such behaviors as withdrawl, anxiety, crying, and so forth. Inadequacy-immaturity syndrome is manifested in such behaviors as short attention span, daydreaming, sluggishness, confusion, and so on. Socialized delinquency (or subcultural delinquency) is not clearly maladaptive, for behavior in this group appears to be a logical pattern reinforced by peers as part of the youth's normal socialization process. Because the first category (conduct disorders) has been the focus of so much research and experimentation over the years, and because so much damaging youthful behavior is of this type, author devotes the remainder of this paper to a detailed analysis of this particular area.

The in-depth discussion of conduct disorder begins with observations regarding in-school behaviors that fall into this category. Behaviors, such as hyperactivity and high frequency counts of disruptive acts (out of seat, out of room, noisy, etc.) are examples. Indeed, combined findings of recent studies point to the conduct-disordered youth not only as one who seeks excitement and novelty, but actually as a child who constantly requires an abnormally high level of sensory input. It is also brought out that conduct disordered youth do not respond favorably to normal social cues and rewards, and is probably raised in a situation "unlikely to produce strong affectional bonds with parents (and thus with other adults)."

Discussion of treatment of youth exhibiting conduct disorders begins by observing that schools generally do not make any attempt to resocialize a youngster. Either the child's behavior is tolerated, or he/she continues to cause disruption until ultimately pushed out of school or expelled. On the other hand, resocialization by using acknowledged and tested techniques of behavior modification is eminently reasonable, especially since research indicates such techniques "dramatically reduce deviance while increasing the acquisition of prosocial behavior and academic skills."

Examples are provided of many different experimental in-school approaches to treating conduct-disordered youth. The cited studies clearly indicate that conduct-disordered youth can become functioning and productive members of the family, school, and community. "All these efforts have in common the restructuring of the social environment, rather than the restructuring of some vague internal process inside the deviant child's head. Thus, the results suggest that prevention can probably be achieved by an early restructuring of the home and school so that these no longer facilitate the development of deviance in the first place.

Author concludes by noting that viewing school-based crime primarily as a manifestation of conduct disorder permits a better understanding of its nature, origin, and treatment. Further, "successful treatment within the context of the school itself is clearly possible when the principles of behavior modification are put to use." Author cautions that "failure to treat the problem will clearly have continued untoward consequences for the children involved, and for society as a whole.

IMPLICATIONS FOR FURTHER RESEARCH: Once again, this article suggests avenues for the development of pragmatic and innovative approaches for dealing in school situations with problems of socialization of youth that have ramifications far beyond the school. On the other hand, this kind of research is longitudinal in nature, and requires coordinated and willing support -- probably from the Federal government.

FEDERAL POLICY IMPLICATIONS: As above.

LOCAL POLICY IMPLICATIONS: Willingness to support local research initiatives in this area is required.

MAJOR IMPORTANT IDEAS: None.

PROBLEMS: None.

DOCUMENT DD

COPING WITH VANDALISM IN FAMILY, SCHOOL, AND COMMUNITY
Reilly, Dennis M.
Southeast Nassau Guidance Counseling Center

SUMMARY: This paper presents a multidementional view of youthful vandalism with a strong emphasis on family relationships. Intervention points for reducing vandalism incidents are discussed from the perspectives of school, the individual, the family, and society.

Author begins by reviewing some of the more prominent theories about the origin of vandalism motives, including: (a) the intrapsychic theory ("superego defects"); (b) the sociocultural theory (the nature of American culture solicits vandalism); and (c) the familial theory (disturbed family communications/relationships/behaviors elicit delinquent behavior, including vandalism). Next, author discusses the more prominent FAMILY problems of identified vandals as discovered in the course of his own clinical counseling experiences. These topics include: (a) limited and inadequate interaction between family members; (b) inadequate limits placed by parents on offender's behavior; (c) denial, by parents, that they or their children have "problems"; (d) feelings of powerlessness on behalf of all family members; and (e) difficulties in handling anger and frustration.

In the last major section, author presents four levels of intervention. These levels are: first, school based prevention at the student/peer level (featuring small-group discussions aimed at changing peer-group attitudes toward vandalism); second, personal reparations for all damage (as the most obvious means by which offenders can be made to take responsibility for their actions); third, family therapy to foster and stabilize imporvements in the family unit (to refocus attention away from the offender and onto the entire family); and (d) broad social change to promote "prosocial family orientations" (thus to remove many splintering pressures applied to families).

Author concludes his "report" by reemphasizing that although delinquency/ vandalism is a multidimensional problem, its solution lies in large part with the family, which must act as a focal point in a child's life -- and serve as a mediating force between children and society.

PROBLEMS: This paper, which both reviews and forms delinquency theories, is written by a counselor rather than by a criminologist. This has a number of interesting ramifications, none of which are very good for this paper. First, the counselor fails to define vandalism in any way at all. Second, the counselor assumes all vandals are caught -- and bases recommendations and opinions upon those grounds. Third, the counselor seems to equate all vandalism with dark ulterior motives -- whereas current theory introduces concepts such as "vandalism as a fun alternative to school" and "vandalism as thoughtlessness."

If this paper were slightly rewritten so as to present the limits and caveats of the viewpoint in the beginning of the work, this could be made into an interesting article. As it stands, it is confused and confusing.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: None.

MAJOR IMPORTANT IDEAS: None.

IMPLICATIONS FOR FURTHER RESEARCH: None.

DOCUMENT GRADING SCORE: 25 (42%)

DOCUMENT EE

POVERTY AND DELINQUENCY: A THEORETICAL REVIEW
Hyman, Rodman
University of North Carolina at Greensboro

SUMMARY: This paper presents a way of viewing lower-class values that integrates major existing theories and adds other dimensions. The final paradigm presented by the author is designed to facilitate grappling with controversial aspects of some of the traditional theories relating to lower-class delinquency, while concurrently identifying new areas requiring research attention. The proposed theory holds the assumptions that "Poverty makes it difficult or impossible to achieve in accordance with the dominant values of society. This leads to behavioral deviation from the dominant values by the poor. In order to minimize negative sanctions, low-income individuals are likelier to stretch their values and to approve of dual sets of values. Because of this, poor people have a wider range of values, permitting them to bring thier values into alignment both with their behavior as well as with society's dominant values (concurrent with) a lower degree of commitment to any of the values in the range."

Based on these assumptions, author proposes a three-part paradigm integrating previous research with empirical evidence, and summarized as follows: "According to (the first) section of the paradigm, the poor community's

limited ability to provide opportunities to achieve in accordance with middle-class values makes it more likely that delinquent gangs with modified values will arise. According to (the second) section, low status directly influences the family's (and the community's) transactions with its children because of the lesser degree of attraction it has for them. According to (the third) section, such status indirectly influences the family's transaction with its children because of its influence over the child-rearing techniques: a greater proportion of children of these families are less subject to conventional personal and family controls. The overall result is that within the poor community, there are more individuals who frequently interact in gangs, who behave in ways that are not highly evaluated by middle-class values, and who have modified the middle-class values such that the gang provides support and status for its members."

In building this case, author begins with a review of structural and cultural statements about the relationship between juvenile delinquency and poverty. The first theory discussed is that of stauts deprivation, the theory of lower-class gang behavior which stipulates that poor boys who are blocked from attaining status through legitimate channels group together into gangs engaging in contralegal activity as a means of relieving socially-induced stress. The next block of theories discussed are termed delinquency and opportunity. Simply stated, the concept is that lower-class youth with blocked goal attainment who also see a low-risk opportunity to engage in illicit acts will do so. The final group of theories used frequently to explain lower-class involvement in crime centers on the differences in class values held by the poor that result in higher delinquency rates. These theories argue that incidents judged acceptable by lower-class standards are seen as unacceptable and possibly deviant when judged by middle-class standards.

The next section of this paper presents a new (new in 1967, yet still not commonly known to delinquency theorists -- ed.) theoretical perspective concerned with the nature and range of lower-class ethical values. The new theory focuses on a restatement of lower-class value formation in ways that better account for what is called "deviant behavior" by middle-class standards. This paradigm calls for four categories of values to be held by members of the lower-classes:

++ Middle-Class Values (Low-income-class individuals share the middle-class values and have not developed any alternative values.)
++ Low-Income Class Values (Low-income-class individuals have abondoned the middle-class values and have developed their own values.)
++ Value Stretch (Low-income-class individuals share the middle-class values and have also developed alternative values.)
++ Pragmatism (Low-income-class individuals have abandoned all values in a particular area and act as directed by circumstance.)

As correctly pointed out by the author, this particular analysis of value-shift and value-held positions highlights some of the controversial issues centering around the poverty-culture concept -- and directs researchers to areas in which new data need to be collected.

Author goes on to compare the "value-stretch" aspect of this model -- the only wholly original aspect of this paradigm -- with other prominent theories. He concludes that there is enough similarity of terminology and analysis to be able to withstand close scrutiny. Author also feels that this added aspect of lower-class value theory materially strengthens the sociologist's understanding of behavior previously considered merely aberrent.

The final section of this work takes the value-stretch theory and applies it in its proper position within a much larger and more significant discussion of a comprehensive logic-chain for viewing lower-class delinquency. The author's summary of findings is repeated in the quote beginning in the second paragraph of this review, and is too lengthy to repeat here.

PROBLEMS: Organization is poor, and the main points are hidden until about two-thirds of the way through the article. Author makes clear statements of direction, but for some reason the statements don't communicate the real message of this article's content. Revision of the introductory material is recommended.

This is not new information. Author points out that he first published this model over ten years ago in a major Government Task Force report. Also -- but with some hesitation -- I should like to point out that one citation is conspicuous by its absence: Ruth Shonle Cavan's work entitled "The Concepts of Tolerance and Contraculture as Applied to Delinquency" in her Readings in Juvenile Delinquency (Lippincott Co, 3rd Ed., 1975). This is salient for a number of reasons. First, Cavan's book is one of the most fundamental texts for college delinquency courses; second, it has carried this article since 1964; third, her concept of shifts in points-of-reference respecting the evaluation of acceptable behaviors viewed within the lower-class framework and then viewed from the middle-class framework are awfully similar to (and even more analytical than) the model discussed by this author.

MAJOR IMPORTANT IDEAS: The additions of value-stretch and pragmatism to the cagories of values potentially held by lower-class members is a useful distinction. Also, it does away with any possibility of unexplained values.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: None.

IMPLICATIONS FOR FURTHER RESEARCH: None from a Federal perspective, but theorists interested in relationships between value-formation and delinquency-proneness may get some ideas from this work.

TRENDS IN STUDENT VIOLENCE AND CRIME IN SECONDARY SCHOOLS FROM 1950 TO 1975: AN HISTORICAL VIEW

Rubel, Robert J.
Institute for Reduction of Crime, Inc., College Park, MD.

SUMMARY: Although couched in the guise of a history of trends in school-based crime, the theory really proposed by the author is that the formation of school security offices in the late 1960s led to new information about the nature and extent of student offenses, which in turn led to greater media attention on the subject, which prompted increased public awareness, which led to public alarm, and to the institutionalization of security offices in virtually every large school system (and many suburban and rural systems as well) in this country. All this happened, according to this theory, without any solid evidence that actual student offense rates had changed or were changing. That is, the advent of new reporting structures misled the public into perceiving school-based crime as increasing.

Author begins by noting that it is very difficult to discuss the historical perspective of crime in schools because terms have always been indistinct and non-uniform between schools and school districts. Also, it is difficult to grasp a clear perspective due to factual distortions presented by the mass media. Examples of indistinct definitions of of media misstatements of the nature and extent of school-based violence/vandalism are provided. Author goes on briefly to trace public concern over violence in schools as indicated in the Gallup Polls. Care is taken to identify slight shifts in the Polls' terminology from year to year, in order to support the thesis that terminology was garbled and influenced strongly by the media.

The next major section of this work provides a close analysis of crimes occurring on school grounds. Author explains that only three crime categories could be analyzed because of problems with existing data. These categories are: (a) student assaults against teachers; (b) fires; and (c) vandalism. Summary findings are as follows: First, assaults against teachers have increased sharply in the past 25 years in absolute numbers, but not in the percent of teachers assaulted. Further, "assault" is so loosely defined that no clear picture of changes in the intensity of assaults can be developed. Second, fires in schools represent the single most costly act students can perpetrate; costs from school fires are increasing more rapidly than the value of all school property. Third, vandalism probably increased in this country up to the early 1970s, and has declined since that time in both cost and frequency, but may have increased in intensity.

Author draws four major conclusions related to the topics under discussion. First, recent court actions have had the effect of forcing schools to tolerate a greater range of unwanted student behavior than ever before. Second, the formation of school security offices has led to an institutionalization of the problem -- that is, it is now accepted that crimes can reasonably be expected to occur in schools. Third, it is not clear that acts of crime/destruction have increased between 1950-1975 in greater proportion to increases in numbers of enrolled pupils over that time, or to increases in the value of all school property. Fourth, it appears that security efforts undertaken without student input frequently are strongly resisted by students primarily as a statement of opposition to "the system."

Author ends this article with brief "probable future directions" that represent reasonable extrapolations from recorded trends. These extrapolations include projections of public revolt over schools' increasing inability to conduct the business of education, and the probable involvement of school-based security offices in the monitoring of vital signs -- and illegal entry -- of other city/municipal/county property.

MAJOR IMPORTANT IDEAS: The tremendous impact upon the Nation resulting from changing the methods of recording criminal and violent acts in schools is vital to understand.

FEDERAL POLICY IMPLICATIONS: If it is the case that violence and crime is more a statistical artifact than an actual reality, the Federal government should examine possible commitment to reducing violence and vandalism in schools in accordance with such fact.

LOCAL POLICY IMPLICATIONS: Local school districts would benefit from understanding the points raised in this paper, for it would doubtless improve their understanding of the crime/violence issues within their own jurisdictions.

IMPLICATIONS FOR FURTHER RESEARCH: Since the Safe School Study of the National Institute of Education arrived at quite similar findings, there is no need to further research this field. On the other hand, some practical handbooks written for administrators and Chief State School Officers that explain the findings of the author of this article and the findings of the Safe School Study would seem appropriate.

PROBLEMS: None. (Reviewer admits possible bias, since reviewer is author.)

DOCUMENT GG

ASSUMPTIONS UNDERLYING PROGRAMS USED TO PREVENT OR REDUCE STUDENT VIOLENCE IN SECONDARY SCHOOLS
Rubel, Robert J.
Institute for Reduction of Crime, Inc., College Park, MD.

SUMMARY: This paper proposes the theory that many crime prevention programs in schools fail to be effective because the program's planners did not consider the basic (root) assumptions upon which intervention strategies were based.

Author begins by explaining that at the most basic level, programs to address crime and violence in public schools either assume youth to be competent or noncompetent to make rational decisions and to take rational actions regarding their own safety and security. Next, the point is made that esoteric concerns over the motivation of individual student actions are largely futile in the face of the pragmatic reality of frequent offenses -- but that the analysis of motivations underlying grouped actions is useful from an interventionist's perspective. That is, some offenses may

be precipitated by school actions, just as some offenses are purely free-will acts of individuals.

Combining these two ideas (the two different root assumptions and the need only to analyze motivations underlying groups of offenses) author formulates the theory that failure to align the assumptions of a crime-intervention program with the motivations underlying a particular subclass of actions (e.g.: *student-on-student assaults at bus-gathering points before and after school* is a subclassification of "assaults, student-on-student" which is a commonly utilized reporting group) will generally produce either no result, or an unexpected result.

The body of this paper reviews programs in four areas across two dimensions of assumptions. The four program areas are those of: (a) organizational modification; (b) curricular/instructional programs; (c) security programs; and (d) counseling services. The two dimensions of assumptions are "competence" and "noncompetence" of youth to make rational decisions regarding their own safety and security. Although thirteen pages of text are devoted to analyzing and categorizing programs commonly found in schools to reduce crime and violence, it is not necessary to repeat those categorizations here. By way of summarizing, however, the author notes that "Programs assuming pupil competence range from those featuring close participation of students with school staff in the development of rules and regulations, to those which involve joint counselor/student-counseling of troubled youth. Programs assuming pupil noncompetence range from administration-developed efforts to promote "good" pupil behavior to "special" classes or schools for troublesome youth."

From conducting this review, and from developing this theory, the author concludes: first, programs usually evolve without consideration of underlying assumptions; second, youth served under programs assuming their competence seem to respond better in terms of cooperation; and third, that a wide range of programs are required within a school district in order effectively to deal with the complex problems presented by school-based crime and violence.

MAJOR IMPORTANT IDEAS: The idea that program planners develop recommendations without careful consideration of root assumptions in relation to the probable impact their programs will have on youth is important and useful.

The differences between juvenile and adult offenders -- with respect to commitment or lack of commitment to certain crime groupings -- is a useful and heretofore unexplored avenue. This reviewer suggests that the closest theoretical relatives are theories of "delinquency and opportunity" and "delinquency and drift."

FEDERAL POLICY IMPLICATIONS: Considering the evident impact intervention programs have (or should have, or are expected to have) on the targets of the intervention, it seems appropriate that the Federal government should make the close analysis of program assumptions a standard feature of the review process in any grant application cycle.

LOCAL POLICY IMPLICATIONS: As above.

IMPLICATIONS FOR FURTHER RESEARCH: It would be most interesting to substantiate this theory empirically. If this theory is correct, much of the crime and violence experienced in schools today would be exacerbated by implementation of programs incorrectly targetted by program planners who had failed closely to analyze root assumptions.

PROBLEMS: More development of the theme about the utility/nonutility of addressing individual and group motivations is required. Author appears to have only taken the argument two-thirds of the way to completion.

(Reviewer admits possible bias, since reviewer is author.)

DOCUMENT HH

SCHOOL AND COMMUNITY LINKAGES IN SOCIALIZATION: AVENUES OF ALIENATION
Scherer, Jacqueline
Oakland University

SUMMARY: The problem addressed in this paper is the need for "new conceptual models...to understand relationships between school and community, and how these affect socialization processes." It is contended by the author of this paper "that the divisiveness between the various elements of contemporary socialization systems opens up avenues of alienation for young people," but that close attention to the mechanisms of social linkages can in large part correct that failing. This paper is devoted to discussing this contention and to providing guidance for ways that school-community linkages can be improved.

Author initiates this discussion with the observation and warning that in this country the usual community-based socializing institutions usually fail to work as a "community." That is, they compete for resources and for power rather than cooperate in the name of the common good. As is usefully pointed out, the result for juveniles is seen as inconsistent and uncoordinated activities, direction, and control.

The discussion of youth crime in schools surveys many of the major theoretical positions which primarily focus upon interrelationships between delinquency and socialization. These theories include the concept that youth representing behavioral problems in schools posess a more general "troublesome orientation" toward society, or the concept that youth in trouble with school really represent only one-half of the equation -- that the relationship is more appropriately viewed as a "mutual divorce" wherein society (in the form of the school) rejects the student concurrent with the student rejecting society (in the form of the school).

Author goes on to explain that the theory/concept proposed in this paper is a fairly limited one ("middle-range") as opposed to a basic, profound THEORY!. This is so, because the considered issues focus on such a small aspect of the overall phenomenon of socialization-theory. The focal point, indeed, is on linkages between social networks which impact youth. Author points out that the most important benefit derived from working with social network models is that pragmatic and useful information and approaches are obtained.

After briefly explaining that "Social networks are pictures of the ways persons or collectives are surrounded within a field," and showing that these "pictures" can be "constructed to show (1) an individual's pattern of interaction with others, (2) ties between actors in a group, or (3) exchanges with organizations," author moves on to discuss the social network of the school. This analysis is lengthy and detailed. ending with a profile of the school's social network across such dimensions as: domain; formal and informal linkages; formal and informal mechanisms for linkages; and characteristics of school social networks.

Discussion next centers upon strategies for improving school-community linkages. These strategies consist of: (a) increasing the number of school and community ties; (b) using different channels for contact between these two groups; (c) promoting formal recognition of shared accountability in the socialization network; (d) extending the range of the network; (e) developing more liaison staff; (f) reducing negative linkages; and (g) conducting empirical research to ascertain success of this improvement strategy.

In conclusion, author proposes that negotiating change through a network model may be politically less threatening, psychologically more reinforcing, operationally more manageable, and educationally more in tune with the founding philosophies of American education than virtually any other strategy for change.

MAJOR IMPORTANT IDEAS: The idea that youth seen constantly in trouble with schools are not only rejecting school/society but are being rejected by school/society is a new and interesting twist in the ongoing analysis of delinquency causation. This would be a good topic for doctoral work.

FEDERAL POLICY IMPLICATIONS: The Federal government has been attempting to coordinate linkages at the Federal level for over six years and has never met with the slightest success. I see no hope for applying the ideas of this article to the Federal bureaucracy.

LOCAL POLICY IMPLICATIONS: Local-level coordination is much in the same condition as is the Federal level. In some cities the lessons promulgated in this paper may be of some use, but this reviewer is skeptical.

PROBLEMS: None.

IMPLICATIONS FOR FURTHER RESEARCH: None.

DOCUMENT II

ALTERNATIVE SCHOOL: BIG LESSONS FROM A SMALL PLACE
Shlien, John M. and Hayden A. Duggan
Harvard University

SUMMARY: This author's premise is that crime and violence in public schools is situational or reactive and reflects adult failure to provide "options, activities, and demanding but meaningful programs for those who can take advantage of help." This paper describes a program developed to test the theory that cross-age pairing of troubled youth encouraging empathetic respondings between adolescent and child can produce a double-benefit, including the benefit of substantially reducing incidents of "bad" behavior.

The sub-program of adolescent-child pairing is described in the context of the "alternative school" in which it took place. The school is for underpriviliged youth aged 11-19 who have been excluded from the Boston Public School System. The school is funded by the Boston School Board. Most youth have court records. the average attendee is four years retarded academically. There are 50 attendees. The school operates on a token-economy, paying youth 50¢ per day per class, as well as offering the minimum wage to students for fulfilling available custodial/clerical/lunchroom duties.

Authors go on to discuss many aspects of the school's program, including problems presented by working with such troubled youth, new techniques that were developed to induce students to attend and participate in the school, and unusual approaches to establishing human/emotional bonds between children of different ages (but from similar backgrounds).

In describing the results of the empathy-centered and highly supervised "childcare" counseling program between adolescent and pre-adolescent youth, authors conclude: (a) with proper selection, orientation, and pairing, the more seriously disturbed adolescents tended to be the most dedicated and enthusiastic childcare workers; (b) the inclination of the older youth to feel close similarity and identification with the younger child transcended race and neighborhood origin; (c) the "Measure of Empathy" used by the Program succeeded in predicting potential childcare abilities; and (d) there was an exceptional value in using the cross-age pairing for purposes of increasing self-esteem, feelings of competence, and empathy for others. In all, authors feel that the Childcare Apprenticeship Program (as it was formally called) became a source of pride and identity for a number of difficult youth who had suffered deprived childhoods.

PROBLEMS: First, authors base this article (and their program) on two challengeable assumptions: (a) that crimes in school are a reflection of crimes in society; and (b) that school-based crime is a counterreaction to the school, itself. The first assumption was rather thoroughly refuted by the National Institute of Education's Safe School Study. The second assumption is an opinion (not held by this reviewer). This reviewer would point out that rampant discipline violations may be reactions to insensitive and/or oppressive schools, and that left unchecked, they could develop into criminal violations -- but that the usual types of criminal activity in

schools are quite random, and occur relatively seldom in single schools. Further actual instances of criminal activity are feared and censured by students and teachers alike -- and benefit only the perpetrators, if any benefit is to be derived. That the authors suggest that the oppressed masses of students benefit from the school-crime that forms as a counter-reaction to administrative (societal) insensitive dictates appears to this reviewer to be out of touch with either the meaning of "school-based crime" or with the reality of such offenses.

Second, school-crime is not defined -- and the authors seem to exhibit tremendous naivite about it. Page 1335 observes that "it was the period between 2:30 and 6:00 pm which seemed to harbor the most potential for school crime," but in a few lines, we realize that the official classes of the school closed at 3:00 pm. How, this reader asks, can school-crime occur when school is closed?

Third, the article begins by ascribing to "last year" national statistics on crimes in schools that were informally developed to compare 1970 with 1973 -- and published in 1975. Authors use these figures without consideration of their veracity: there has been much published that challenges the accuracy and meaning of these particular figures.

Fourth, the article does not flow logically. It is not clear that a theory is proposed, nor is it clear that a program is being described. It seems that a number of sub-parts of some school/program are presented, along with some ethnographic findings, in an effort merely to document their existence.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: None.

MAJOR IMPORTANT IDEAS: None.

IMPLICATIONS FOR FURTHER RESEARCH: The authors of this work did not draw from experiences of other school districts regarding similar -- and in many cases, more advanced -- programs for disruptive youth. One reason the authors did not draw from these sources is that information about them has never been centralized. It would be useful for the government to fund a small effort designed to survey school districts, locate, and catalog such alternative schools.

DOCUMENT JJ

CRIME AND DISRUPTION AMONG APPALACHIAN STUDENTS: A PERSONAL RESPONSE
Snider, Sarah J.
Carson-Newman College, Jefferson City, Tenn.

SUMMARY: This article posits that much of the behavior interpreted by non-Appalachians as "crime and violence in schools" is really not so simply labeled if the perpetrators are Appalachian youth. The thesis here is that the behavior so interpreted is frequently a subcultural reaction to false accusation, personal embarrassment, or individual confrontation wholly consistent with codes of the hills under which such youth are socialized. Further, punishment for such "offenses" that does not consider the larger picture of the series of acts of which only one or two episodes are known is likely to have severe repercussions on the school building, staff, students, or the person him or herself.

This brilliantly sensitive and astute author begins by briefly summarizing three case-histories of youth falsely accused of offenses, who then displayed retaliatory behavior against the school -- behavior that would be viewed as deviant by non-Appalachians, but is consistent with the subcultural mores of that community. Author then discusses some of the social conditioning and behavior/speech mannerisms indigenous to the region: she also shows how "outsiders" will misread such mannerisms. Examples of these actions are: (a) lowering one's eyes -- to communicate respect for authority (interpreted by outsiders as guilt); and (b) unwillingness to offer oral defense in the face of an accusation -- meant to communicate strength of character (also interpreted by outsiders as guilt).

Author goes on to provide example after example of incidents filled with pathos and with humor. These examples portray incidents of culture clash, showing that the subcultural behaviors of Appalachian children cannot and should not lightly be censured by outsiders -- for internal social pressures to resist change are terrifically potent, swift, and long-lasting.

The next section discusses violence versus passivity as responses to affronts to character/self-concept/integrity. Violence is portrayed as a character-building survival tool, where passivity is seen as a surrendering of the individual to the "outsiders" running the school. In this light, violence is reinforced within this subculture, and passivity is not reinforced -- precisely the opposite of the cultural norms taught in the school. As an example of this situation, a most curious longitudinal case-study is supplied. The study traces two children from elementary school through adulthood: one child always reacted violently to personal affronts by school staff; the other youth simply accepted the affronts. The school judged the violent girl harshly and rewarded the passive boy. The violent girl -- having learned survival skills -- went on to become a successful professional. The mild boy grew up to work in the coal mines until they closed, and then lived on welefare. Author draws from this the conclusion that especially in schools where Appalachian students are mixed with non-Appalachians, and especially in schools where teachers are not of an Appalachian background, children who fail to learn what is routine for their age are labeled slow -- resulting in their being singled out for

"special attention," or largely ignored. This, in turn, has the effect of diminishing the youth's self-esteem and, concurrently, greatly increasing the chances of expression of personal anger -- and increasing involvement in crime and disruption.

In all, Appalachian youth are pictured as belonging to a well-entrenched subculture which often meets outside challenges with violence. That outsiders group "poor Apalachians" with stereotypes of the urban poor badly exacerbates interactions with Apalachian youth by promoting inappropriate and harmful interactions.

PROBLEMS: None.

IMPLICATIONS FOR FURTHER RESEARCH: This article provides groundwork for a study of in-school actions and reactions of subculture members to clashes with authority figures not of the same subculture. Most existing studies in this area deal with inner-city Black youth conflict with school authorities -- but even in those cases, careful study of actual instances of misunderstanding-leading-to-violence are quite scarce. This reviewer recommends ethnographic research, supported by government funds, into ways schools could build on the personal strengths of Appalachian youth and direct such strengths toward the advantage of the youth themselves and to the organization of the school.

FEDERAL POLICY IMPLICATIONS: As above.

LOCAL POLICY IMPLICATIONS: Appalachian school districts would find this article most interesting.

MAJOR IMPORTANT IDEAS: The differences in mannerisms of speech and gesture that are noted by the author are very interesting, and could -- in their own right -- provide the basis for further research.

DOCUMENT KK

THE SOCIAL PATTERNING OF DEVIANT BEHAVIORS IN SCHOOL
Tinto, Vincent; Elena Paolillo; and Francis Cullen
Syracuse University; Syracuse University; and Western Illinois University.

SUMMARY: Grounded in the theoretical school that attributes delinquency to "blocked goal attainment," authors posit the theory that "the occurrence of deviance among students, in both overall rates and types of deviant responses made, is socially patterned within the social system of the school, reflecting the SES, racial, and sexual attributes of the student body." Authors will endeavor to establish that "policies to reduce student deviancy which are insensitive to the variety and social patterning of deviant student behavior (i.e., which look only at criminal behaviors) are likely to be both narrow in scope and socially selective."

The article is introduced by a carefully worded warning about the dangers of believing crime statistics, whether those refer to juvenile or adult offenses. It is pointed out that historically, the information touted as indicative of fluctuations in criminal activity turns out largely to arise from fluctuations in reporting methods or in enforcement activities. This is a particularly important point, for it allows these authors to formulate a general theory of deviancy that does not depend on the appearance of unusually high rates of school-based crime and violence. Authors are also careful to explain meanings of and interrelationships between key terms, such as deviancy, crime, norm, and rebellious behavior.

The introduction draws to a close with presentation of this essay's two focal questions: (a) what gives rise to deviant behavior; and (b) what factors explain which types of deviant behavior are adopted by differing types of students. In answering these questions, authors expect to isolate structural characteristics of schools which may help initiate deviant behavior. These characteristics are sought because of the authors' contentions that much deviant and rebellious behavior reflects unavoidable tensions existing in school and in society resulting from conflict between desired social/personal goals and inadequate social/personal means for achieving them. It is further observed that the deviancy theorist Robert Merton (upon whose work this article is based) found that an individual confronted with the apparent disjunction between a valued goal and legitimate means for attaining it had only five avenues available to resolve the internal conflict that resulted. Of those five choices, four represented deviant response. The five alternatives are as follows: (a) innovation -- the continued aspiring to the goal, the rejection of legitimate means, and the seeking out of illegitimate means; (b) ritualism -- the rejection of the goal with the continued ascription to the legitimate means of goal attainment; (c) retreatism -- the rejection of both goals and means to achieve them, leading to withdrawl; (d) rebellion -- the rejection of both goals and means to achieve them, leading to the creation of opposing goals and means; and (e) conformity with the judgment of those in authority.

Authors go on to discuss sources of deviancy in schools. The first topic is that of the goal of academic success, the legitimate means for achieving that goal, and such deviant behavior sometimes exhibited when the goal-achievement is blocked. In sum, means/ends disfunctions are seen more strongly in low-SES Black males than in any other SES/race/sex grouping. The next seventeen pages present detailed discussions of Merton's five options for conflict resolution, discussed above.

From the careful analysis and application of Merton's theory, authors succeed in drawing useful and important conclusions. Evidence suggests that there is a longitudinal sequencing of events that invariably selects socially approved actions before socially censured actions. The ultimate selection of socially censured action occurs only after teacher, school, and/or individual characteristics block the youth from the approved paths. Pragmatically, authors suggest that the root cause of much of the criminal behavior of students lies in the very structure of American schools. "Our schools intentionally seek to limit to a chosen number the fruits of academic success." This limiting of successes attainable from school, combined with the awareness that "school" is the only socially approved occupation of youth to age 16, produces individual pressures that must somehow be released. It

is the authors' view that if "schools come to reward equally a greater variety of skills and attainments (skills which cut across both personality and social class distinctions), much will have been done to reduce the frequency of student deviancy in schools....At present, however, our schools are in the unhappy position of attempting to control deviant behaviors which they themselves produce and which may be heightened by the very tools used for their control."

IMPLICATIONS FOR FURTHER RESEARCH: It would be useful to follow this paper with a research project designed to document more of the ways schools can turn the understanding of their roles in the formation of deviant student behavior into positive programs aimed at breaking that cycle.

FEDERAL POLICY IMPLICATIONS: Support the research mentioned above.

LOCAL POLICY IMPLICATIONS: Local-level iniatives focusing on specific aspects of the formation of deviant behavior could reasonably be conducted in school districts -- particularly in large cities.

MAJOR IMPORTANT IDEAS: The opening discussion relating to problems with utilizing crime statistics is classic, accurate, and usefully applied to virtually all the papers in this collection.

PROBLEMS: None.

DOCUMENT LL

SCHOOL, DELINQUENCY, AND THE "YOUTH CULTURE" IN BRITAIN AND NORTH AMERICA
Trasler, Gordon
University of Southhampton, England

SUMMARY: This paper is essentially a study of the relations between delinquency and the school system in England and an anaylsis of the extent to which British experience is relevant to the study of delinquency in the United States and in Canada. The paper reviews what is known of the relations among delinquency, behavior in school, truancy, and scholastic performance, and considers how the perceptions and the behavior of teachers may mitigate or exacerbate tendencies towards the development of an antischool subculture.

Author begins with a general framing of issues relating to school-based delinquency, noting that the problem is virtually unknown in Britain, but in those schools which do report property damage, the extent of damage is alarming -- in some cases equaling one-third the annual maintenance budget for the school. Arson, in particular, appears to be a problem in British schools, with 1975 losses exceeding $13 million. Most of this arson is attributed to students.

For the benefit of American readers, author explains the highly stratified British educational system and then goes on to discuss various aspects of delinquency in thier schools. It is observed that wide variations appear

between schools catering to "more able" youth and those forced to be less selective: much greater misbehavior was reported in the less selective institutions. With regard to observed differences in frequency of acts of disruption, author discusses two variables which may reasonably be regarded as indices of the extent to which the school is meeting the needs of its pupils: average attendance and academic success.

Separate sections of this paper are devoted to scrutinizing each of these two variables from numerous viewpoints. The section concerned with attendance concludes (much more forcibly than American writers) that truancy is an absolute predictor of later delinquency. The section addressing delinquency and school failure concludes that the interrelationship is confusing and multiple: although most authorities agree there is correlation, concensus cannot be reached on the specifics of that correlation.

Author goes on to discuss the effects of labeling and tracking (termed "streaming" in British schools) upon youth. Findings are quite similar to those of American delinquency theorists --that blocked goal attainment combined with negative labeling promotes formation of delinquency subcultures. Brief attention is paid to social class and educational handicaps -- particularly handicaps of oral communication experienced by children of lower-class origin who, upon beginning school, are confronted with classes using question/answer formats led by teachers not sharing lower-class dialects.

The discussion about "teachers and reluctant pupils" is quite interesting, for in Britain -- rich with a tradition that manual labor is manly work -- many male students after age 13 begin to take on the dress of working-class adults, to signal their acceptance of those norms over standards of the academics. With such youth, "teachers must either acknowledge that there is no longer any point in persisting with the pretense that they are preparing their boys for careers in which educational attainments are necessary or face growing resentment and resistance to their attempts to maintain the (usual) patterns of discipline and conformity..." Indeed, most teachers are "able to negotiate a compromise in the classroom -- an arrangement, explicit or not, according to which they moderate the academic demands they make on pupils in return for a measure of order and harmony in school."

In the final pages, author considers connections between school and postschool concerns, the significance of the lower-class "leisure culture," and the emergence of a distinctively adolescent culture. The concluding comment by the author is that the British and American educational systems are so different that comparisons of violence and its causes should not be made.

PROBLEMS: Terms are not defined, and as a result, this reviewer cannot tell what cross-school system comparisons are being considered.

The author is at a handicap in discussing violence and crime in American schools, for he evidently does not have ready access to major works in this field. The paper is not strong in terms of presenting an understanding of the field of school-based delinquency -- probably due to the time lag between American publications and their availability in Europe.

MAJOR IMPORTANT IDEAS: None.

FEDERAL POLICY IMPLICATIONS: None.

LOCAL POLICY IMPLICATIONS: None.

IMPLICATIONS FOR FURTHER RESEARCH: None.

DOCUMENT MM

DELINQUENCY, CORPORAL PUNISHMENT, AND THE SCHOOLS
Welsh, Ralph S.
Affiliation unknown.

SUMMARY: The author, who is a practicing clinical psychologist, maintains that corporal punishment has no redeeming value and seriously interferes with the mental and emotional growth of children and youth.

Paper begins with a rambling narrative about the public perception that "permissiveness" is the root of the evil referred to as "crime and violence in schools." It is brought out that in earlier generations, parents and teachers supported one another in the socializing of children. One important aspect of this socialization was corporal punishment, which was largely forsaken under the teachings of child psychologists of the 1950s and 1960s. Introduction concludes with the concern that reaction to the permissive rearing of children will be manifested in increased societal endorsement of corporal punishment in the coming years.

The first major section of this paper traces the Anglo-American tradition of flogging students. Historical precedents and recent statistics are provided. Case histories are recounted in which punished youth have returned to school to do serious harm to teachers administering such punishment. Other small sections present the author's informal findings that virtually all recidivist male delinquents have histories of being corporally punished at home, that studies find fear of parents administering corporal punishment is expressed by young children -- but anger towards those same parents is expressed as the youth become older, and that the literature is replete with studies showing high aggressiveness in persons reporting severe corporal punishment by their parents.

After brief reviews of roles of school counseling of aggressive children and their families, and of the special problems presented by youth attending "tough ghetto schools," author goes on to provide lists of in-school alternatives to corporal punishment. Discussion includes consideration of schools' roles in causing violence, and of the school-community roles in reducing it.

Author concludes by noting that "Since corporal punishment tends to produce both fear and anger, its continued use in the schools can only be counter-productive to the learning process. Fortunately, many who strongly advocate corporal punishment in the classroom have expressed a willingness to forgo its use if more teachers and staff could be trained in alternative methods of effectively handling the troublesome pupil." Such alternative methods

include the training of teachers in non-aversive techniques of pupil control, and closer support of teachers by specially trained guidance counsellors.

PROBLEMS: This article is limited to old information, rehashed, and poorly organized. Although it is almost beyond belief, no citations of works available through the National Center for Study of Corporal Punishment and Alternative Education at Temple University in Philadelphia appear in this article.

The paper is poorly organized and appears to have been written to support the findings listed in the "conclusions" section.

MAJOR IMPORTANT IDEAS: None.

FEDERAL POLICY IMPLICATIONS. As with Document X, support the abolishment of corporal punishment.

LOCAL POLICY IMPLICATIONS: None.

IMPLICATIONS FOR FURTHER RESEARCH: None.

DOCUMENT NN

A PREPARADIGMATIC FIELD: A REVIEW OF RESEARCH ON SCHOOL VANDALISM
Zweig, April; and Michael H. Ducey
Institute for Juvenile Research, State of Illinois Department of Mental Health

SUMMARY: This paper does not present a theory; it analyzes and reviews the development of vandalism research.

Authors begin by observing that the nature of research about school vandalism has changed over the past few years. At the broadest level, pre-1970 research is described as being consistent with other delinquency research -- namely, that it viewed vandalism as an act of delinquency engaged in mostly by working-class minority males who probably also had some form of personality disorder. As the cost and frequency of property destruction increased in the late-1960s, the need for more practical research forced changes in the style of studies conducted into the nature and extent of vandalism in schools.

The range of estimates of the annual National cost of vandalism is given (between $100 and $500 million), and problems concerning the multiple and inaccurate definitions of the term "vandalism" are discussed. Recent research designed to identify vandals is reviewed, concluding that the assumption of sociological research of the 1950s and 1960s (that working-class, maladjusted boys commit most acts of vandalism) does not appear to be substantiated by current research. Major theories of causes of school vandalism are presented, with special emphasis on those which most clearly show the transition between pre- and post-1970 analysis and interpretation.

The remainder of the paper is devoted to discussing common local program responses to vandalism, noting that such responses are frequently made in the absense of any real understanding of the problems of which "vandalism" is merely a symptom. The last section of this paper is devoted to a brief overview of Federal activity as of late-1976. Since a large number of new programs and policies have been implemented since 1976, this section is largely outdated. Persons interested in understanding current Federal action in this field are encouraged to read the Safe School Study (HEW; National Institute of Education) and to inquire about current efforts undertaken by the Office of Juvenile Justice and Delinquency Prevention (U.S. Department of Justice; Law Enforcement Assistance Administration).

Authors' conclusions are particularly insightful, and are repeated here verbatim "The main contribution of early research on vandalism is to point out an intellectual dead end. Conventional demographic approaches to the problem, by themselves, lead nowhere. In the years since 1970, five distinct research issues have been identified. The first is the absence of satisfactory reporting and measuring techniques to provide baseline data. The second is the development of causal models which include situational and motivational constructs. The third is the problematic relationship between school vandalism and larger social forces. The fourth is an outcome of the third: the defensive stance taken by many schools in response to research focused on vandalism as their problem. The fifth is the absence of any theoretical basis for grounded cost-benefit studies of security programs."

PROBLEMS: Although authors have done an outstanding and scholarly job of integrating the field of vandalism research, two major works were missed. These works are sufficiently important in this field to deserve mention. First, Richard Thaw wrote a doctoral dissertation which developed a pragmatic vandalism model that combines and interprets many of the points reviewed in this current article. It was available through University Microfilms by late 1976. Also, Robert Rubel had, by late 1976, completed his LEAA study of school-based crime -- one aspect of which dealt with trends in school vandalism, focusing particularly on problems inherent in conducting research on school-based crime. This reviewer notes (by reading the reference pages) that some of the material cited was not then (and in one case, still is not) in the public domain. That these authors went to such lengths to obtain most of the major works, but failed to locate those two, is a slight disappointment.

MAJOR IMPORTANT IDEAS: The observation that many local school districts took intervening action "to stop vandalism at any expense" -- even before consideration of the motives and meanings of the behavior -- is a new and important idea.

FEDERAL POLICY IMPLICATIONS: Any divisions of the Federal government that are concerned with juvenile crimes in schools -- and, most especially, with vandalism in schools -- should read this paper. Although there are no direct implications for the government, the history of the existing research should be understood by program-level staff responsible for evaluating and monitoring grants and contracts in this field.

LOCAL POLICY IMPLICATIONS: None.

IMPLICATIONS FOR FURTHER RESEARCH: This work should be understood by any persons contemplating further research in the area of school vandalism. This work suggests research directions for the future, but those recommendations would best be understood in context of the entire article -- and for that reason are not synthesized here.

DOCUMENT 2-A

THE FEAR OF SCHOOL-BASED CRIMES AND RATIONAL RESPONSES
Savitz, Leonard D; Michael Lalli; and Lawrence Rosen
Temple University

SUMMARY: This paper does not propose a theory: it discusses findings from a new branch of research interest -- the area of fear induced by crime and violence in schools.

A longitudinal study of 532 young Black males and their parents in Philadelphia showed high rates of parental fear of their children being criminally assaulted or robbed in the school environment. Juveniles were generally fearful of all education-related settings: schoolrooms, school hallways, school yards, and, most significantly, streets going to and coming from school. These fears were found for all social classes, but most heavily for lower-class boys and their parents.

Faced with parental and juvenile fear of all physical settings involved in the educational enterprise, it would seem reasonable that attempts would be made to reduce subjectively perceived fears of school-based settings. Authors provide a range of alternatives which are utilized by students and their parents to reduce their fears. These alternatives include: (a) relocation of juveniles to safer areas and safer schools; (b) joining combative gangs as a technique to counter threats of violence; and (c) truanting and/or dropping out of school as a form of withdrawl from the conflict and confrontation.

Among the specific findings of greatest interest are the following: (a) areas surrounding the school are considered more dangerous than the school; (b) lower-class males are considerably more frightened of their own neighborhoods than middle-class males are; (c) over half of all surveyed youth considered the act of travelling to and from school to be an "activity conducive to their injury;" and (d) within the confines of the school, school yards were considered more dangerous than schoolrooms or hallways.

FEDERAL POLICY IMPLICATIONS: This paper has tremendous implications for Federal policy, for it points out that the American educational system may well be undermined by stress and tension induced by fear of being victimized. This is an area requiring a great amount of additional research. All program planners addressing problems related to violence in schools should become familiar with the growing body of research and writing that focuses on this topic. The Lalli/Savitz work has always been a leader in this area.

LOCAL POLICY IMPLICATIONS: Local school administrators and school district superintendents should realize that fear of crime, much more than actual criminal incidents, undermines the quality of education in this country. Programs implemented in their jurisdictions should address fear over-and-above any focus on criminal acts. Successful "crime-intervention programs" may do nothing to reduce subjective fear on the parts of students and staff.

IMPLICATIONS FOR FURTHER RESEARCH: It has long been the contention of this reviewer that the correlation between incidents and fear has not been established -- and that interesting conclusions are likely to be reached upon investigating such correlations. That is, school districts experiencing high levels of fear and property destruction will likely not succeed in reducing the fear if they introduce an intrusion-detection system as a response to after-hours burglary. Further, although the value of the property-loss may go down (assuming the needs-assessment was correct) students will be no better off than before the intervention. Such action is likely to present a conflict to the youth, who sense that for adults, property was a much higher priority than addressing issues that would actually impact their fear.

MAJOR IMPORTANT IDEAS: With the release in 1978 of HEW's Safe School Study, much discussion and publicity has been given the issue of relative safety of students in schools versus "in streets." It is perhaps one of the weaknesses of the Safe School Study that this discussion was only lightly touched upon -- for the lingering misinformation resulting from repetition of findings from the Law Enforcement Assistance Administration that had not been interpreted in light of an educational setting. In any event, this article also discusses relative safety, and concludes that schools are certainly seen by youth as safer places than streets.

DOCUMENT 2-B

STUDENT SOCIAL STRUCTURES AND SUBCULTURES AS FACTORS IN SCHOOL CRIME: TOWARD A PARADIGM.

Tygart, C.E.
California State University, Fullerton

SUMMARY: This paper does not propose a theory: its purpose is to set forth questions the author considers important for any later theory about school-based violence.

Author begins with review of the theoretical background of the field, noting that much of the literature seems to agree that subcultural explanations of delinquency are valid. General differences between stress, blocked goal attainment, and opportunity theorists are reviewed.

Author discusses informal surveys of his college-level students in 1968 and 1976 respecting their willingness to engage in illicit behavior, finding large percentage increases in such willingness in the second survey (see "problems" section, below).

Author concludes that he feels "contemporary theorists" (see "problems") have not adequately considered commitments of youth to deviant subcultures. He feels that more work needs to be done to determine whether deviant acts occur: (a) after youth surrendered commitment to majority norms; (b) without evidence of prior commitment to majority norms; or (c) concurrent with the holding of majority norms.

PROBLEMS: Although the section of this paper which discusses the author's own survey findings is almost one-third the length of the whole article (and thus must be mentioned in the summary) this reviewer can find no relation between this section and the literature review, with regard to the subject of high school crime and violence.

The poor quality of writing exhibited by the author continually interferes with the content. Paper rambles and seldom ties any of the discussion back to the issue of students in schools.

This paper exhibits a very elementary understanding of the field of school-based violence and delinquency. The literature review -- which is virtually the entire paper -- uses the old-and-often-repeated delinquency theorists of the 1950s and 1960s. It is usefully noted that even with the use of this very traditional literature, the author has managed to fail to include the most fundamental juvenile delinquency/schools book of the late 1960s: Schools and Delinquency by Polk and Schafer. Such an omission is rather like leaving an axle out of a new car. Many of the author's unusual conclusions result from lack of familiarity with the literature. . . . . .

DOCUMENT 2-C

TEACHER PREPARATION AND SELECTION MAKES A DIFFERENCE IN PREVENTING SCHOOL VANDALISM
Black, Lee Roy
Indiana Department of Corrections

SUMMARY: It is the author's position that the recruitment, selection, and training of teachers (especially of ones with cultural backgrounds and "life styles" that are similar to those of potential delinquents) offers one of the best alternatives for preventing school vandalism and juvenile delinquency.

Author reviews the relationships between learning-disabled youth and convicted criminals (both adult and juvenile). He proposes that it may be possible to certify inmates of correctional institutions as teachers to work with delinquent and high-risk youth, and that such teachers would likely better serve such youth due to commonality of backgrounds and experiences.

PROBLEMS: Author seems to confuse "vandalism" (in the title and in the brief section on that subject) with juvenile delinquency of all kinds. Author exhibits no knowledge or understanding of problems of school-based crime. Author is working from the root assumption that all youthful in-school criminals and vandals have similar backgrounds and experiences as inmates of correctional facilities: that is, it is assumed that there is a commitment to deviancy sufficient to cast juveniles into a deviant subculture sufficiently different from the culture of "regular" schoolteachers that communication and counsel cannot take place.

FEDERAL POLICY IMPLICATIONS: Author relies heavily on work currently undertaken by HEW's Teacher Corps project that endeavors to implement many of the positions and ideas presented in this article. Readers are referred to the U.S. Office of Education for further information.

IMPLICATIONS FOR FURTHER RESEARCH: Further research should build upon the findings from the U.S. Office of Education project.

DOCUMENT 2-D

THEORETICAL PERSPECTIVES ON SCHOOL CRIME: MODEL FOR SYNTHESIS
Cernkovich, Stephen A. and R. Serge Denisoff
Bowling Green State University

SUMMARY: This paper proposes to join two existing theories of juvenile delinquency into a new theory that requires the analysis of time and situational sequencing in order to account for acts of deviancy.

Two dominant orientations to the study of juvenile delinquency have been those of the structural theorists and the control theorists. Structural theory posits that class position and limited access to legitimate education/occupational opportunities are central variables in understanding the formation of delinquent behavior. Control theory maintains that many adolescents are insulated from involvement in delinquent activities by conventional value commitments, and that the weakening of such conventional commitments makes delinquency a more probable occurence.

Author points out that these two theories are usually not combined -- and the traditional either/or orientation they receive in delinquency texts has resulted in overly narrow theories of delinquency-causation. It is the authors' contention that the structural variables of class position and perception of available opportunities are important factors in understanding deviancy in youth, but they feel current understanding is oversimplified. They posit that rather than directly causing delinquency, these two variables react indirectly and in a specific sequence Discussion centers on this perceived sequencing.

Authors apply their model only tangentially to school settings. Three recommendations are made which, if followed, should reduce delinquency in schools: (a) don't apply hard-to-remove labels such as "bad boy" or "delinquent boy" to persons caught in isolated acts, regardless of the seriousness of the act; (b) promote access to opportunities on the parts of all youth in the school; and (c) listen to students, and take their aspirations seriously.

PROBLEMS: This is a paper primarily focusing on delinquency theory, and not seriously addressing problems of school-based crime and violence. Authors express no understanding of school crime issues. Authors seem to have drawn on old and often outdated theories in their attempts clearly to delineate theory-categories.

DOCUMENT 2-E

STATE FORMATION AND THE EXPANSION OF THE AUTONOMY OF YOUTH
Chase-Dunn, Christopher; John W. Meyer; and James Inverarity
Johns Hopkins Univ.; Stanford Univ.; and Univ. of Minnesota

SUMMARY: This article summarizes authors' landmark 1971 study of violence and disruption in public secondary schools. (Reviewer's note: this study was the first to pick up the early 1970s shift away from secondary school riots and toward the dichotomies of student apathy and crime. These particular findings are not discussed in this brief article, but are nonetheless part of this study.)

Authors begin by reviewing major findings from their study, including: (a) that the nature and extent of school-based crime and violence had clearly increased; (b) that problems of student control are greatest in schools "most poorly tied to their student and community constituencies;" and (c) that student crime and violence is not seen by school administrators to be their most pressing concern.

The finding that administrators do not view crime and violence as a pressing concern is central to the authors' contribution to this field, for they correctly identified this trend as one of "externalizing" the blame for acts of this sort onto the society at-large. That is, administrators viewed schools as an agency of society, and as crime and violence exists in society, so, too, must it exist in schools. (Reviewer's note: It is this precise point that administrators continually made which is challenged by HEW's Safe School Study. The Safe School Study puts responsibility for school social climate squarely on the shoulders of school administrators.)

The next section discusses youth in revolt -- first tracing the analogous history of working-class peoples throughout Western civilization, and then focusing specifically on the status of juveniles in America. The final section discusses findings relating to political and criminal deviance in public schools. The authors' concluding comment is that "The redefinition of young people as independent persons with purposes of their own has contributed to disorder and conflict in the schools as adjustment to this change proceeds."

PROBLEMS: First, since this study was conducted in 1971, many of the findings are of little use today. It is important to realize, however, that the findings were of tremendous use when they first appeared. This is the first academic study of school riots to be commissioned after Congress confused itelf with its own effort in 1968. Findings from this study had definite and direct impact upon planning within the Law Enforcement Assistance Administration -- for whom it was undertaken.

Second, the task of summarizing in sixteen pages the findings of a 160-page report conducted seven years previously turned out to be unworkable. The paper reads poorly, without good flow, and with additions of lengthy sections that do not aid readers' understanding of the problems or the findings.

FEDERAL POLICY IMPLICATIONS: As mentioned, implications have already been realized.

MAJOR IMPORTANT IDEA: The concept of "externalization" of the blame for violence in schools was unique -- when it first appeared. The Safe School Study addresses this issue quite forthrightly, and turns blame and responsibility back to the school administrator.

DOCUMENT 2-F

SCHOOL CRIME, POWER, AND FREEDOM
David, Robert L.; and Alan Jay Lincoln
American University and the University of New Hampshire

SUMMARY: This article discusses the cyclical nature of student action, school response, and student counteraction in the context of the legitimate power held by school officials and the lack of such power on the part of students.

Authors begin this article by reviewing concepts propounded in some of the popular literature of the mid-to-late 1960s that pictured students as powerless victims of a dehumanized educational system. For purposes of discussion, five bases of social power are presented: the ability to (a) provide rewards; (b) administer punishments; (c) claim subject expertise; (d) command recognition; and (e) claim legitimate authority. These bases of social power are then analyzed in terms of their access by students and by school teachers/staff. It is the obvious finding that students have practically no legitimate power -- and from that finding, authors conclude that this blockage leads to employment of coercive power by those youth desiring to establish themselves as "powerful."

Taking this argument one step further, authors suggest that since all students will share this sense of frustration and powerlessness, it is reasonable to suspect the existence of organized student subcultures that either negate the value of power (dissonance resolution) or compete with school officials for their share of power (coercive subcultures). As examples of the existence and recent growth of power-seeking youth subcultures, authors cite widely publicized (inaccurate) data relating to the nature and extent of violence and vandalism in public school. Additional non-school influences such as television and familial violence are also seen as cintributing to the proclivity of juveniles to adopt violence-prone subcultures.

Authors conclude this article noting that the school's only response to increased threats to its legitimate authority is to increase efforts to control students -- which in turn intensifies the counter-control response of students. To break this cycle, outside (societal) intervention is recommended.

PROBLEMS: This article lives or dies depending on whether readers accept authors' premise that crime and violence in public schools results from

student reactions to the legitimate power of the school -- and the inability to secure power in their own rights. This reviewer feels that if the case were made in a much more limited sense (for example, that certain age/sex/class members in urban/suburban/rural settings felt this way) and then subjected to scientific testing (in one or two schools) many of the generalizations made in this paper would doubtless be removed.

These authors have been led by their own writings to conclude that schools are unable to address crime and violence resulting from student counterreactions to school actions when those school actions are directed toward establishing their legitimate power to control youth. This surprise ending leaves readers unsure whether they have been duped into reading about a problem which is suddenly without solution, or whether they should merely applaud the authors' courage for admitting this flaw.

DOCUMENT 2-G

LABELING DELINQUENT BEHAVIOR IN THE PUBLIC SCHOOLS: PITFALLS AND POTENTIALS
Feldman, Ronald A.
The Boys Town Center for the Study of Youth Development; St. Louis, MO.

SUMMARY: This is a carefully developed and well written paper discussing labeling theory. Author builds heavily on recent work in this area, and carefully explains the basis and ramifications of negative labeling of youth.

PROBLEMS: This is an excellent, lengthy, and scholarly treatise about labeling theory. It could easily be included in a reader in the juvenile delinquency field. It is written as if persons are unfamiliar with labeling theory, and spends too little time examining the in-school ramifications such as crime and violence.

The Feldman article in Volume I of this collection of papers presents a more succinct and useful summary of this theory, and a better extrapolation of ramifications.

DOCUMENT 2-H

CONCEPTIONS, DIAGNOSTIC STEREOTYPES, AND THE PROCESSING OF DELINQUENTS: A COMMENT AND NEED FOR UNDERSTANDING
Kelly, Delos H.
California State Universtiy, Los Angeles

SUMMARY: This paper discusses some of the roles played by preconceptions and labeling in the identification and processing of juvenile delinquents. Author outlines ways such preconceptions and stereotyping can render certain classes of persons more vulnerable to identification and processing than other classes of persons. Cautions are given that statistical information about the subclass makeup of delinquency-prone juveniles is, in turn, affected by the preconceptions that contributed to identification and

processing in the first place. Author concludes with some strategies useful to local law enforcement officials that might assist in reducing these troublesome stereotypes.

PROBLEMS: Idealistic and contrary to human nature. Lacks real-life application. Another article on labeling theory. Feldman article in Volume I is more appropriate. This paper does not address school-based crime/violence, and only tangentially addresses problems of poverty.

DOCUMENT 2-I

CUMULATIVE AND EXPLORATORY DELINQUENCY
Loeb, Rita
University of Southern California

SUMMARY: Based on the finding that membership in formal adolescent groups is strongly related to social conformity, author investigates the relationship between deviance and delinquency. Gang and nongang/informal group membership is examined, and from that it is hypothesized that members of these two groups will come from distinctly different subcultural backgrounds. Based on that hypothesis, two types of delinquency are predicted: (a) gang membership should give rise to cumulative delinquency (related to cumulative choice behavior); and (b) nongang/informal group membership should give rise to exploratory delinquency (related to serial-type choice behavior). The existence of both of these types is supported by data. Gang and nongang/informal group membership is determined by self-report in a self-administered questionnaire. The study is based on two samples: one consisting of 171 nondelinquent adolescents, and the other consisting of 76 incarcerated adolescents. It is a major conclusion of this paper that a large proportion of gang members are not delinquent or delinquency-prone. Author calls for an examination of the positive functions this type of voluntary, integrative, secret, protective association has for youth.

PROBLEMS: This paper only tangentially addresses problems of poverty, and does not ever mention in-school crime and violence.

IMPLICATIONS FOR FURTHER RESEARCH: The benefits of gang membership represents a topic for further research.

DOCUMENT 2-J

CITIZEN INVOLVEMENT IN EDUCATIONAL DECISION MAKING AS A DETERMINANT OF SCHOOL CRIME AND DELINQUENCY
Pink, William T.; and David E. Kapel

SUMMARY: Authors propose that only through community revitalization can school crime and violence effectively be reduced.

This paper begins by noting that two viewpoints have recently been emerging respecting antisocial behavior among youth. First, that the very logic and structure of contemporary schooling generates student alienation and misconduct; and second, that the community must become increasingly responsible for the treatment of its youthful offenders. In an attempt to make the community more responsive, authors propose a decentralized school district -- decentralized all the way down to the local school-building level. The vast bulk of this paper describes the mechanics of establishing this new decentralized system.

It is the authors' contention that community revitalization -- forced to occur due to involvement in the community school -- will strongly impact overall juvenile misconduct. In addition to this general community-wide impact, juveniles will be much less inclined to misbehave in schools, for the degree of community and control of student actions will have sharply increased.

PROBLEMS: Authors spend about 98% of their time presenting the mechanical considerations of establishing a decentralized school district. No attention is given to specific ways this program would address in-school violence. Readers are not led to believe that specific acts of crime and violence would be handled any differently under this new regime.

DOCUMENT 2-K

VIOLENT ACTS IN THE SECONDARY SCHOOLS: AN INADVERTENTLY REINFORCED BEHAVIOR
Sabatino, David A.
Northern Illinois University

SUMMARY: This paper cannot be summarized. The general thesis the author would like to present (but fails to) is that adults in schools reinforce violent student behavior because students do not participate in decisions of the school.

PROBLEMS: This article is noteworthy for its misinformation, partial information, misspelling of cited authors, illogical and rambling prose, and outright plagiarism.

Author continually misuses "vandalism" to mean "crime." Thus, author speaks of "norm-violating vandals" who drop out of school, but return to create problems of violence.

DOCUMENT 2-L

A MODEL FOR DELINQUENCY PREVENTION IN AN URBAN ELEMENTARY SCHOOL
Werber, Bruce S.
Jefferson County Public Schools; Louisville, Kentucky

SUMMARY: Rather than presenting a theory, author is providing a model for teaching social skills in elementary school classes.

Since this article directly addresses neither issues of school-based crime and violence nor issues of poverty, summary is not provided.

PROBLEMS: Not applicable to subject of this collection of papers.

DOCUMENT 3-A

PERSPECTIVES ON ABSENTEEISM IN HIGH SCHOOLS
Birman, Beatrice F. and Gary Natriello
Stanford University

SUMMARY: This paper proposes that local administrators must be careful to keep the individual and social consequences of absenteeism in mind before disregarding this important violation of school regulations.

Authors begin with a discussion of the relationship between absenteeism and discipline/crime problems in public schools. They point out that virtually all major studies of this subject cite absenteeism as the most chronic discipline-related problem of this decade. It is usefully pointed out that programs aimed at combatting absenteeism operate with root assumptions and premises which, when examined, provide even greater insight into the complexity of this issue.

After examining the literature, authors present three groupings of explanations of absenteeism. First, absenteeism is frequently viewed as a student-controlled phenomenon (non-conformist behavior, peer pressure, etc.). Second, schools, themselves, are frequently cited as contributing to absenteeism (through not enforcing attendance regulations, etc.). Third, society in general often is blamed for massive student absenteeism (absenteeism is seen as a child's version of adult apathy, which is a general phenomenon of the times, etc.). After presenting this array of explanations proposed by social scientists, authors go on to argue that views of educators are shifting with respect to perceptions of causes of absenteeism.

The point concerning changing viewpoints is particularly interesting. The authors opine that "the views of educators are shifting from explanations based on the characteristics of individual students to explanations based on problems in society. The interventions proposed for the solution of many problems in high schools also have shifted accordingly. Of course, it is possible to deal effectively with the problem of absenteeism in high schools on either an individual or school level. However, the current magnitude of the problem of absenteeism in high schools suggests that societal interventions will be used increasingly to address the problem."

In conclusion, authors caution that "In the wake of attempts to reform high schools through basic changes such as the redefinition of attendance patterns, educators must be careful not to define away the problem of high absenteeism without addressing its negative individual and social consequences." They further note that high individual absentee rates have long-lasting impact on students -- an impact that reaches into the successes or failures of later occupations.

MAJOR IMPORTANT IDEAS: The orderly treatment of this subject is a valuable addition to this field of study. This reviewer feels strongly that absenteeism and class-cutting contribute significantly to the general disorder in schools, and that the general disorder represents the breeding ground for acts of a more serious nature. Understanding absenteeism is the first step toward understanding school-based crime and violence This article can help the reader to gain that understanding.

LOCAL POLICY IMPLICATIONS: The points made in this work should be promulgated at local levels. Absenteeism-prevention programs must be designed with appropriate attention given to issues discussed by these authors.

DOCUMENT 3-B

UNDERSTANDING VANDALISM
Blauvelt, Peter D.
Prince George's County, Maryland, School System

SUMMARY: This article analyzes school vandalism across dimensions of social and monetary cost, and theorizes that those acts of vandalism least noticed by school administrators have the highest emotional impact on children -- and vice versa.

(Reviewer's Note: Unlike any other article in these three volumes, this one was written by a school security director.)

Author begins by carefully analyzing the nature of buildings in America which are most frequently targeted by youth as "fair game" for acts of vandalism. It is concluded that facilities particularly subject to this form of destruction are PUBLIC, SECULAR, and UNOCCUPIED. After regular class hours, schools fill these requirements: it is thus no surprise that schools report extensive and frequent problems with vandalism.

Author goes on to describe a typology of vandalism that considers social costs (the impact an event has upon the human target of the vandalism incident -- e.g.: a minority group whose lockers are defaced); and monetary costs of incidents. A two-by-two square is prepared, and high and low divisions are made both for social and monetary costs. Thus, TYPE I vandalism is high social, high monetary (e.g.: destruction of a school's media center); TYPE II is high monetary, low social (e.g.: large numbers of broken windows); TYPE III is low monetary, high social (e.g.: racial graffiti); and TYPE IV is low monetary, low social (e.g.: tire tracks in the school's lawn).

It is the surprise conclusion (based on the author's experience) that building-level administrators become more concerned over TYPE IV acts than they do about TYPE III acts. This, in turn, leads students to feel that the principal and his/her staff are uncaring and insensitive to needs of youth. It is postulated that such feelings lead students to more serious actions directed either against the perpetrators of the vandalism or against the uncaring school.

IMPLICATIONS FOR FURTHER RESEARCH: This line of discussion leads to a whole range of associated questions that have never been researched. The social impact of offenses should be analyzed for each crime-type. Also, research in this area could lead directly to modifications in local-level interventions in vandalism and other incidents.

LOCAL POLICY IMPLICATIONS: School districts should look at their crime-incident reporting systems and assure themselves that monetary information can be retrieved for each incident -- and that incidents are so defined that computer profiling of acts will allow analysis of social and monetary costs.

MAJOR IMPORTANT IDEAS: That one type of offense (vandalism, for example) can lead to another type (assaults) due to administration insensitivity to major aspects of the incident is important to educators interested in preventing/reducing crime and violence in schools.

DOCUMENT 3-C

COMBAT NEUROSIS IN INNER-CITY SCHOOLS
Bloch, Alfred M.
U.C.L.A. School of Psychiatry

SUMMARY: This work presents the theory that by addressing those factors which tend to predispose teachers to symptoms of "combat neurosis" in the aftermath of a physical attack, many negative psychophysiological responses could be avoided.

(Reviewer's Note: Unlike any other paper in these three volumes, this work is authored by a psychiatrist.)

Author explains that the subjects of this article represent 253 classroom teachers of mixed races and ages from schools of the inner-city of Los Angeles, California. In reviewing the cases, Bloch notes that teachers "who had been attacked without provocation, or (who) did not know their assailants" experienced most severe personal difficulties of recovery and post-trauma stabilization. It is also noted that virtually all these victimized teachers exhibited symptoms of long-term stress, including the mental "re-living" of events which had produced the original trauma.

Interestingly, "psychological testing generally indicated obsessional, passive, idealistic, dedicated persons who were unable to cope with or understand the violence directed toward them." Also, careful analysis of the school environment leads author to propose a useful collection of factors which predispose teachers to attack. This list includes:

- ++ degree and extent of other school-based crimes against persons and property;
- ++ presence of organized counter-authority groups (gangs, clubs, etc.);
- ++ degree and extent of oppressiveness of local school administration;
- ++ degree and extent of staff support for teachers in trouble;
- ++ frequency and handling of requests by teachers to transfer to other schools; and
- ++ transference of guilt from offender to victim.

Author concludes that these teachers present symptoms clinically defined as "post traumatic neurosis" ("combat neurosis"), and that there is clear correlation between the extent of their symptoms and certain clinically defined degrees of stress. Certain prevention measures would facilitate teachers' abilities to cope with this violence (e.g.: understanding of

one's own personal vulnerability; methods of coping with violence-prone, angry youth; etc.). Recommendations, including many dealing with school-wide morale-building, are presented as antidotes to post-trauma combat neurosis.

IMPLICATIONS FOR FURTHER RESEARCH: Fear of repeated violence often causes modified behavior which, in turn, may actually provoke additional violence. Some investigation into multiple victimization of battered teachers as a function of a few key variables (assailant known, degree of battery, etc.) seems in order.

FEDERAL POLICY IMPLICATIONS: The National Institutes of Mental Health, Center for Studies of Crime and Delinquency might be interested in promoting further research into battered teachers.

DOCUMENT 3-D

PREDELINQUENT BEHAVIOR IN MALES: PERSPECTIVES AND SUGGESTIONS
Cross, Herbert; and Marilyn Kohl
Washington State University

SUMMARY: Authors theorize that successful in-class interaction with pre-delinquent (acting-out) males rests in large part on the teacher's ability to understand and classify his students in order to match learner characteristics to teaching styles. Additionally, teachers should be able to classify the nature of unwanted student behavior (e.g.: immaturity, antisocial aggressiveness, neurotic conflict, or subcultural deviance).

(This section is a paraphrase of the "Summary" written by authors.) Authors discuss several approaches to dealing with the topic of delinquency. Both the empirical systems and the theoretical systems that are discussed should help educators understand the backgrounds, frustrations, and even the perceptions of "predelinquent" boys. Discussion of "Hogan's Theory of Moral Conduct" includes applications of some major variables which are helpful in conceptualizing the history of delinquent behavior in youth; when combined with other conceptions of aggression, useful intervention strategies for reducing unwanted behaviors can be developed.

Classroom applications of some of these theories seems promising. For boys, aggression is the most common problem behavior occurring in all categorizations of violence, and it is associated with the majority of male problems presented to clinics and social agencies.

Although theorists have not yet come up with a workable delinquency prevention program, authors suggest that many psychological approaches have merit -- especially for conceptualizing individual cases of deviance. In conclusion, it is stressed that it is unnecessary to label a boy "delinquent" or "predelinquent" in order to focus on changing his problem behavior. It is suggested by authors that it is most useful to understand the process and implications of particular labels in order to avoid using them.

PROBLEMS: The article is quite academic, and rather too brief to provide the depth of understanding necessary to develop programmatic plans.

IMPLICATIONS FOR FURTHER RESEARCH: The theorists cited in this research represent a different group from theorists cited in any of the other papers in these three volumes. Researchers in this field are encouraged to read this paper for an additional viewpoint concerning violence and delinquency in schools.

DOCUMENT 3-E

THE ETHNOGRAPHER IN THE SCHOOL
Deslonde, James L.
Stanford University

SUMMARY: This brief paper (which served as the introduction to the extensive case-studies conducted by the National Institute of Education for the Safe School Study Report to Congress) discusses the advantages of utilizing ethnographic research methods for purposes of profiling violence in schools. Overviews are provided of major problems likely to be encountered in conducting such research, including the withholding of information, encountering hostile behavior, over-availability of "volunteered" information, and so forth.

PROBLEMS: The paper does not have sufficient depth.

IMPLICATIONS FOR FURTHER RESEARCH: Any research into causes of crime and/or violence in public schools should consider the possibility of conducting that research as an ethnography. This brief work will provide readers with a sense of the advantages of ethnographic research.

FEDERAL POLICY IMPLICATIONS: It is this reviewer's opinion that research sponsored by the Federal government in this area should more frequently be ethnographic. The quality, nature, and extent of findings by the NIE case-studies has contributed substantially to the understanding of this field.

DOCUMENT 3-F

ARE STUDENTS BEHAVING WORSE THAN THEY USED TO BEHAVE?
Doyle, Walter
North Texas State University

SUMMARY: The position expressed in this article is that in order to fully understand the phenomenon of school-based violence, persons must have an appreciation of disruptive and/or violent behavior in previous eras to serve as points of comparison.

The article is divided into two sections. The first section reviews conditions in schools of the 1890s and 1970s. The second section presents an overview of publications on the topic of discipline over that same period.

The first section begins by defining the range of misdeeds under discussion as *violations of local regulations*, such as truancy and tardiness, and *violations of law*, such as assault and arson. Drawing on many studies, author is able to infer that "students most likely to commit crimes in schools were least likely to be there," that most juvenile crime took place on the street, and that the behavior of youth today is not appreciably worse than it has ever been. One enlightening conclusion from all this is that as ever larger percentages of the juvenile population are being educated, crime has moved from streets into school corridors.

The second section, concerning opinions and facts expressed in the professional literature over this 90 year period, focuses strongly on discipline and classroom management -- especially on the extensive use of corporal punishment in the early part of this century. A few systems of classroom management are overviewed -- with the author noting that these systems were usually highly refined and complex, and relied on extreme degrees of classroom control on the part of teachers.

The concluding findings (that the variety of methods used by students to test and circumvent classroom requirements, and that the teachers' task of establishing and maintaining classroom order are largely unchanged over time) cause the author to posit that the significant change that has occurred really concerns ways teachers have been instructed to think about classroom settings in general -- and student discipline in particular. Author points out that as long as teachers view classes as learning laboratories rather than as settings for dynamic interaction between adolescents, problems of mild to severe disruption will continue to be viewed by them as a "problem."

FEDERAL POLICY IMPLICATIONS: As is the case with all works that discuss the historical trends concerning violence in schools, this work represents a foundation reading for any program or project officers in Justice or HEW who are preparing to fund efforts related to this topic.

LOCAL POLICY IMPLICATIONS: Local and district school administrators would benefit by exposure to the ideas presented in this article. There are so few authors who have attempted this sort of historical analysis of in-school disruption that all such articles and books should be read.

IMPLICATIONS FOR FURTHER RESEARCH: Articles discussing the historical trends for ANY field should represent the foundation readings for further research. That includes this article.

MAJOR IMPORTANT IDEAS: The roles played by teachers' perceptions of the functions of classrooms in relation to their perceptions of acceptable student behavior represents a new avenue of thought.

DOCUMENT 3-G

STUDENT BEHAVIOR, THE DEPERSONALIZATION OF BLAME, AND THE SOCIETY OF VICTIMS
Duke, Daniel L.
Stanford Universtiy

SUMMARY: The theory is proposed that the trend away from adults requiring youth to take personal responsibility for disobedience and disrespect contributes substantially to increased misbehavior in schools.

Author begins by observing that "Finding someone or something to blame for social problems has emerged as a fulltime occupation...for a host of social scientists, journalists, clerics, and politicians. In a different era such activity might have been called scapegoating or buck-passing, but today it is dignified by labels like 'the determination of causation' and 'the investigation of environmental influences.'" After an initial discussion centering on perceptions of and treatment for student misbehavior in earlier epochs, the body of this paper deals with an examination of shifts of blame for youthful disruption among and between various segments of society. Groups frequently given "responsibility" for "causing" disruptive behavior that are examined by the author include: family, peer groups, teachers, the school system, and society in general. Author posits that the shift of responsibility from the individual to a collection of individuals (or other groups) leads to "the politics of apology," according to which individuals are held blameless for acts in the face of superior pressures to do evil. Author terms this process "the depersonalization of blame," and notes that an interesting and undesirable by-product of it is "the tendency to increase the benefits for those who misbehave," while concurrently reducing the development of individual integrity and character.

The overall conclusion is that "The ultimate imporvement of school discipline depends on whether educators and parents can convince young people that they themselves are largely responsible for their own behavior."

LOCAL POLICY IMPLICATIONS: The content of this paper is directly applicable to the policies and procedures of local schools and school districts.

DOCUMENT 3-H

FEAR, SOCIAL CONTROL, AND THE SOLICITATION TO VIOLENCE IN SCHOOLS
Groskin, Richard B.
University of Maryland

SUMMARY: The theory set forth in this paper posits that attempts to strengthen institutional response through strategies of confrontation may well backfire on school administrators in ways that heighten the conflict with youth -- thus further institutionalizing violence in educational settings.

(Reviewer's Note: The author's abstract is so well prepared that it is used here almost verbatim.)

The school setting serves as a focal point for the execution of a number of social transactions. Given a pervasive climate of fear, and the expectation of violent behavior and confrontation, there is some basis for questioning whether educational institutions facing such circumstances are capable of fulfilling an increasing number of societal functions without drastic modifications of the nature, scope, and character of social interaction processes. In exploring the phenomenon of violence in schools, author focuses on structural and social-psychological processes which may be associated with the generation, support, expression, normalization, and legitimization of violence in educational settings.

The premise of this paper holds that violence in schools may be seen as a reasonable response on the part of young people to:

(1) prolonged marginality of status with respect to adult values and prerogatives which accompanies the extension of the period of adolescent dependence;

(2) discrepancies between the perceived necessity and legitimacy of current educational means used to achieve ends, and the efficacy and legitimacy of the goals themselves; and

(3) overreaction to perceived/potential deviance defined as violent by educators -- but not so defined by students, themselves.

PROBLEMS: This is a scholarly research paper that demonstrates a thorough command of previous theories and research; however, it is written for an academic social science audience, and would prove very difficult reading for a lay audience.

IMPLICATIONS FOR FURTHER RESEARCH: This is the only paper written to date -- to this reviewer's knowledge -- that is based on the works in the previous two volumes of this project. That is: the author of this paper had access to the 52 articles in Volumes I, II of the Theoretical Perspectives on School Crime and Poverty, and drew heavily upon them in developing this current work. This paper, then, is mandatory reading for students of this field who are interested in understanding the interrelationships of these papers.

DOCUMENT 3-I

FACTORS AFFECTING THE ADJUSTMENT OF URBAN PROBLEM STUDENTS TO SCHOOL
Perry, Roger H.
Washington University, St. Louis, Missouri.

SUMMARY: The paper posits that reducing limits placed on students -- concurrent with developing emotional and instructional support systems, and with tightly structuring the school day -- can result in reduced levels of violent and unwanted behavior in schools.

This paper presents findings from an ethnographic study of an "alternative" high school. The study was designed to: (a) identify factors that lead to the successful implementation of a program designed to educate problem high school students; and (b) utilize that descriptive/analytic data to bring new understanding to the conceptual literature. Author describes the location, conditions, and reasons for student assignment relating to the school -- and briefly discusses the ethnographic method employed.

A review of the nature and extent of crime and violence in schools nationally is provided, including summaries of reasons frequently given about its causes. Later discussion focuses on actions taken in the school over a wide range of variables (such as restructuring of activities, provision of various kinds of emotional and institutional support, and modification of instructional curriculum) author goes on to discuss major issues.

It will come as little surprise that the author concludes that solutions to the school crime/violence problem must be multifaceted, and focus primarily upon school-controlled variables.

PROBLEMS: This article was probably written by a graduate student. It is quite short, and lacks the depth necessary to fully understand the range of problems confronting the particular school being studied.

LOCAL POLICY IMPLICATIONS: This paper is very interesting from the point of view the insights provided concerning schools that must work with severely disruptive and unwilling clients. Local school districts would find this work useful reading.

DOCUMENT 3-J

SCHOOL-TEAM TRAININGS FOR REDUCING VIOLENCE IN SCHOOLS: THE PRAGMATIC ANSWER TO THEORETICAL CONSTRUCTS
Rubel, Robert J.
Institute for Recuction of Crime, Inc., College Park, Maryland

SUMMARY: Grounded in the premise that all members of the school's community (administrators, teachers, students, parents. and so forth) must take responsibility for their actions and for their own safety and security, this paper theorizes that increased communication and cooperation among school-community members will succeed in reducing absolute levels of crime, violence, and fear.

The first part of this paper examines the shifting of blame for school-based crime and violence between major segments of society. Sometimes parents are blamed for unruly offspring; sometimes society is blamed for tolerating and encouraging violence; sometimes schools are blamed for being unable to enforce "discipline." However, the author points out that explanations of single disruptive acts taken from multiple viewpoints (such as the parental, student, and school viewpoints) may cause a wholly new realization: the symptoms may well be found to be describing aspects of one problem. For example, what appears to parents as constant milling about the school may be viewed as class-cutting/truancy/hall-loitering by administrators, but may be seen by students as a problem CREATED by the

school itself, since the administration seems not to care if students wander the halls (after all, the principal does not censure teachers who freely let their charges out of class without passes).

Author goes on to discuss technical differences between offenses against persons and against property, respecting required intervention strategies. It is pointed out that unless reporting methods are well under control, and unless offense-profiles can be drawn, there is little likelihood that any problem can be understood well enough to be prevented. A chart is provided that assists readers appreciate the complexity of establishing "causes" for seemingly simple offenses.

The second major part of this paper concerns a workshop program designed to overcome most of the problems presented in the first part of this article. The workshop is based on the premise that responsibility must be accepted for personal actions, and that communication and cooperation within and among members of the school's community is a necessity. The outcome of the proposed program is a school where the social climate is vastly improved, where crime and violence are reduced, and where students and staff feel safe and secure.

This paper has an odd coda: it is called "Postscript. The Cynic's Corner." In this section, author presents the interesting argument that crime and violence in public schools may be neither as serious nor as extensive as they are commonly presented by the press, but that these issues are kept before the public for wholly different reasons. Possible ulterior motives are provided for parents, law enforcement personnel, politicians, teachers, and principals.

FEDERAL POLICY IMPLICATIONS: Two parts of this article are of interest and use at the Federal level. First, the Cynic's Corner presents a balance to this field that is seldom seen. All persons working in the field of school-based crime and violence should expose themselves to this form of "minority opinion." Second, the technical section (about the middle of the article) provides a law enforcement type of analysis to school-based offenses that is not commonly available.

LOCAL POLICY IMPLICATIONS: At the local levels (schools and/or school districts) this paper not only proposes a method for reducing problems related to crime, violence and fear, but also provides the rationale necessary to submit a training grant to a funding source.

DOCUMENT 3-K

UNDERSTANDING SCHOOL-BASED VIOLENCE: A LITANY OF ISSUES
Rubel, Robert J.
Institute for Reduction of Crime, Inc., College Park, Maryland

SUMMARY: The theory presented in this paper is that trends in crime and violence in public schools can be understood only after careful "cleaning" of the available data.

This paper provides instruction for both lay and professional audiences concerning the methods and procedures required for clearly understanding the nature and extent of crime and violence in schools. Topics covered include consideration of: major population trends; confusion in the research or analysis phases of studies; difficulties at the methodological stage of research; and lack of important and relevant information. Such contaminating variables as the institutionalization of violence, the changes of administrative handling of offenses over time, and the impact of fear upon the reporting and collecting of offense information are also included.

Throughout this article, author has applied these recommended techniques to previously gathered research concerning crime and violence in schools, and is able to reach eight major conclusions. First, as the youth population peaked in the mid-1970s, schools became larger and classrooms became more crowded. Second, as individual school populations grew, the sheer numbers of youth exhibiting unwanted behaviors outstripped administrators' abilities to maintain control in a traditional sense. Third, offices of school security were formed in the early 1970s to assist administrators in maintaining control of their schools. Fourth, even while security offices were formed, court rulings were having the effect of forcing schools to retain increasing numbers of pupils exhibiting behaviors that previously would have been grounds for dismissal. Fifth, with the formation of security offices, school-based offenses came to be reported with a consistency and thoroughness previously unknown. Sixth, a tangle of research and analysis errors plague existing data, so that clear visions of "actual" problems are not forthcoming. Seventh, a certain amount of student crime and violence has come to be expected in schools today. Eighth, in cities where security offices have been in effect for a few years, there may begin to be a reduction of the ratio between property and personal crimes such that personal crimes APPEAR to be increasing -- whereas they really are simply becoming more visible.

IMPLICATIONS FOR FURTHER RESEARCH: This paper is intended PRIMARILY as a guide for persons preparing to conduct research into the area of school-based crime and/or violence. It is mandatory reading for such persons, and is useful reading for the general public.

FEDERAL POLICY IMPLICATIONS: This article is intended to be used as an aid for policy analysis. It is mandatory reading for policy-oriented persons at the Federal, State, or local levels.

DOCUMENT 3-L

PREVENTABLE PROPERTY DAMAGE: VANDALISM AND BEYOND
Thaw, Richard F., and David Feldman
International University of San Diego

SUMMARY: The theory presented in this paper is that acts against property arise in different ways, and that focus on preventable damage (which requires no assumption that the act is an abnormal one) allows individuals to take responsibility for and ownership of the problem (which the authors see as the first step twoards making a lasting change).

Author astutely points out that in public schools, authorities have traditionally viewed virtually all non-accidental damage to school property "as an expression of vandalism intent and behavior." Unfortunately, this leads to intervention strategies and techniques which often fail to reduce "vandalism costs" as greatly as had been expected. Indeed, authors estimate that only one-sixth of all preventable property damage traditionally termed "vandalism" is actually malicious and willful. That means that massive interventions are frequently applied to only a small aspect of the overall problem, and that persons planning the interventions are constantly confronted by a problem that won't go away. The authors' proposed VANDALISM MODEL is designed to remedy that situation.

The authors' view of vandalism treats three generic types of preventable property damage: hostility-directed acts, acts of thoughtlessness, and acts of carelessness. Hostility-directed acts are performed as expressions of hostility, carrying an intent that may be revenge-seeking, change-seeking, or gain-seeking. Acts of thoughtlessness characteristically relate to action carried out with an intent to play. An awareness of destructive consequences to property from play fails to override the desire to proceed with the play. Acts of carelessness are closely associated with actions related to littering. An intent need not be characteristic of this performance; rather, it is an act of not caring.

The use of the model is described in three steps: "First is that information is gathered about the state of affairs in all preventable property damage types...Second, the model provides patterns of elements contributing to preventable property damage and enables a selection of alternatives and consequences appropriate to the pattern shown in a given school site." Third, the model prevents the routinization of unwanted acts due to their continued repetition without censure.

IMPLICATIONS FOR FURTHER RESEARCH: As is discussed in Appendix C, this paper is a major contribution to the literature on theories concerning vandalism. No research effort concerned with this topic should be undertaken without first considering Thaw's dissertation -- from which this article was adapted.

LOCAL POLICY IMPLICATIONS: All local school and school district personnel will find this article interesting and stimulating. The planning implications to be drawn from this work are immense.

APPENDIX A

CATEGORIES

As articles were analyzed, they were also graded and categorized. The individual grading sheets can be found in Appendix C. This Appendix contains the categorization charts.

Categorization charts have been developed in order that readers can quickly see a papers grade (expressed as a percentage), the type of paper (either analytical or descriptive), and the approximate content area (instruction, socialization, control/custody, and so forth) all on one line. Further, as the content area is specified, the relative interest level of the document is estimated. Thus, for example, Document "A" is ANALYTICAL, scored 95% on the grading sheet, and would be interesting to the GENERAL PUBLIC as well as to an ACADEMIC AUDIENCE.

In some cases, document interest spans content areas. DASHED LINES are used to span a content area not included as an area covered in a particular paper. SOLID LINES join content areas that are included in the document.

KEY: 0=no interest at all
1=academic interest
2=public interest
3=Federal interest

CATEGORIZATIONS

PROCESS DIMENSION		CONTENT DIMENSION				
ANAL.	DESCRIPT.	INSTRUCTION	CERTIFICATION EVALUATION	SOCIALIZATION	CONTROL CUSTODY	PHYSICAL ENVIRON.
A 95						1,2
	B 47			2		
	C 40	0				
	D 67			2		
E 75				2		
	F 62			2		
G 99				3	3	
	H 32			0	0	
	I 93					1
J 57			1			
	K 93		2			
	L 30		1			
M 95				1,2		
N 70		1				
O 78				1		
	P 52	0		0		
Q 88			1,2			
R 99				1,3	3	
	S 37	0	0	0		
	T 82			1,2		
	U 67	1		1	1	
	V 43			1	1	
	W 50				1	
X 100		1,3			1,3	
Y 50					1	
	Z 62	0		0		
AA 93				1	1	
	BB 33			0		
	CC 93	2		1,2		
	DD 42			0	0	
EE 58				1		
FF 95					1,3	
GG 88					1,2	
	HH 78			1		

KEY: 0=no interest at all
1=academic interest
2=public interest
3=Federal interest

CATEGORIZATIONS

PROCESS DIMENSION		CONTENT DIMENSION				
ANAL.	DESCRIPT.	INSTRUCTION	CERTIFICATION EVALUATION	SOCIALIZATION	CONTROL CUSTODY	PHYSICAL ENVIRON.
	II 35			0	0	
	JJ 87	1,2	1,2	1,2	1,2	
KK 92				1,3	1,3	
	LL 33			0		
	MM 48				0	
NN 87					1,3	
VOLUME TWO: THEORETICAL PAPERS ON SCHOOL CRIME AND POVERTY						
2A 88					1,2,3	1,2,3
	2B 27			0		
	2C 63	0/1	0/1	0/1		
2D 58				1		
2E 65					1,2	
	2F 35			1	1	
2G 72				1,2		
	2H 68				0	
2I 62				1,2		
2J 58		2	2	2	2	
	2K 22				0	
2L 53		0		0		
VOLUME THREE: ADDITIONS TO THE ORIGINAL TWO VOLUMES OF PAPERS						
	3A 88				1,2	
3B 92				1,2		1,2
3C 95		1,2,3		1,2		
	3D 60	1		1		
	3E 87				1	
3F 88				1,2,3	1,2,3	
3G 95				1,2		
	3H 87			1,3		
	3I 53	0/1		0/1	0/1	
3J 93		1,2,3		1,2,3		
3K 97				1,3		
3L 99				1,2	1,2	

APPENDIX B

GROUPINGS

It appeared to this reviewer that the STRONGEST articles in this collection could be usefully grouped into four categories. Although articles listed in the second and the third groupings can be read in any order, those articles listed in the first and fourth groupings are definately placed in a recommended sequence.

GROUPING ONE:

PAPERS DISCUSSING THE NATURE, EXTENT, AND/OR HISTORICAL IMPORTANCE OF CRIME AND VIOLENCE IN PUBLIC SCHOOLS.

TITLE OF ARTICLE	In This Volume	In Supporting Volumes 1,2,3
Are Students Behaving Worse than they Used To?	88	v-3 unassigned
Crime and Punishment in the Schooling Process: A Historical Analysis.	430	882
Trends in Student Violence and Crime in Secondary Schools from 1950 to 1975: A Historical View.	58	1199
Understanding School-Based Violence, A Litany of Issues.	93	v-3 unassigned
The Fear of School-Based Crimes and Rational Responses.	74	226 v-2

GROUPING TWO:

PAPERS DISCUSSING THE SOCIETAL VIEWPOINT OF CRIMES IN SCHOOLS

TITLE OF ARTICLE	In This Volume	In Supporting Volumes 1,2,3
Obsolescence of Adolescence.	24	474
School Crime as a Function of Person-Environment Fit.	32	609
Poverty, School Control Patterns, and Student Disruption.	36	711
School, Alienation, and Delinquency.	38	762
Juvenile Offenders and the Schools.	5	140
The Human Ecology of School Crime.	18	374
School and Community Linkages in Socialization: Avenues of Alienation.	61	1266
Crime and Disruption among Appalachian Students: A Personal Response.	65	1367
Combat-Neurosis in Inner-City Schools.	86	unassigned, v-3

GROUPING THREE:

PAPERS DISCUSSING THE SCHOOL'S
VIEWPOINT OF CRIMES IN SCHOOLS

TITLE OF ARTICLE	In This Volume	In Supporting Volumes 1,2,3
Deviant Subcultures and the Schools.	6	163
Scholastic Experiences, Self-Esteem, and Delinquency.	22	419
School Violence and the Social Organization of High Schools	26	512
Rebellion Against Authority in High Schools.	29	574
The Creation of Deviant Behavior in American High Schools.	49	979
School Crime and Conduct Disorder.	52	1100
Assumptions Underlying Programs Used to Prevent or Reduce Violence in Secondary Schools.	59	1239
The Social Patterning of Deviant Behaviors in School.	66	1386
Perspectives on Absenteeism in High Schools.	84	unassigned, v-3
Student Behavior, the Depersonalization of Blame, and the Society of Victims.	90	unassigned, v-3
Fear, Social Control, and the Solicitation to Violence in Schools.	90	unassigned, v-3
School-Team Trainings for Reducing Violence in Schools: The Pragmatic Answer to Theoretical Constructs.	92	unassigned, v-3

GROUPING FOUR:

PAPERS DISCUSSING THE
SPECIAL CASE OF VANDALISM.

TITLE OF ARTICLE	In This Volume	In Supporting Volumes 1,2,3
Understanding Vandalism.	85	unassigned, v-3
Preventable Property Damage: Vandalism and Beyond.	94	unassigned, v-3
Vandalism in High Schools: An Exploratory Discussion.	14	294
An Aesthetic Theory of School Vandalism.	1	1
Intrinsic Rewards in School Crime.	10	238
A Preparadigmatic Field: A Review of Research on School Vandalism.	71	1540

APPENDIX C

SOURCES FOR DOCUMENTS LISTED IN VOLUME THREE

Birman, Beatrice F. and Gary Natriello "Perspectives on Absenteeism in High Schools." Journal of Research and Development in Education 11 no. 4 (1978): 29-37.

Blauvelt, Peter D. "Understanding Vandalism." adapted from Ch. 7 in Controlling Crime in the School by S.D. Vestermark and Peter D. Blauvelt (New Jersey: Parker/Prentice Hall) 1978.

Bloch, Alfred M. "Combat Neurosis in Inner-City Schools." Paper presented to the 130th Annual Meeting of the American Psychiatric Assn. (1977).

Cross, Herbert, and Kohl, Marilyn "Predelinquent Behavior in Males: Perspectives and Suggestions." Journal of Research and Development in Education 11 no. 2 (1978): 34-41.

Deslonde, James L. "The Ethnographer in the School: An Examination of School Violence and Crime." A paper presented at the National Conference of the American Educational Research Association, Toronto, Canada (1978).

Doyle, Walter "Are Students Behaving Worse than they Used to Behave?" Journal of Research and Development in Education 11 no. 4 (1978): 3-16.

Duke, Daniel L. "Student Behavior, the Depersonalization of Blame, and the Society of Victims." Journal of Educational Thought 12 no. 1 (April, 1978): 3-17.

Groskin, Richard B. "Fear, Social Control, and the Solicitation to Violence in Schools." Unpublished paper. Available from the author, U.S. General Accounting Office, Washington, D.C.

Perry, Roger H. "Factors Affecting the Adjustment of Urban Problem Students to School." A paper presented at the National Conference of the American Educational Research Association, Toronto, Canada (1978).

Rubel, Robert J. "School-Team Trainings for Reducing Violence in Schools: The Pragmatic Answer to Theoretical Constructs." Center for Improved Learning Environments; Box 730 College Park, MD 20740.

Rubel, Robert J. "Understanding School-Based Violence: A Litany of Issues." Chapter 26 in: M.A. McGhehey (ed.) School Law Update -- 1977 (Topeka, Kansas: National Organization on Legal Problems of Education).

Thaw, Richard F. and David Feldman "Preventable Property Damage: Vandalism and Beyond." Crime Prevention Review 5 no. 3 (April, 1978): 8-15.

APPENDIX D

DOCUMENT GRADING FORMS

Readers are cautioned that the "document grading score" is meant only as a very rough guage of the overall quality of a particular paper. Documents were graded across three general dimensions: (a) logic/clarity of presentation; (b) existence/uniqueness of theory; and (c) utility/applicability of findings. Because each score is an amalgum of twelve separate evaluations (see forms on following pages) it is possible to be misled by falsely high or falsely low single scores. That is, a paper may present a brilliant theory and be well organized, but have no practical utility. In such a case, the score would likely fall somewhere in the 80s. On the other hand, a paper could have been poorly written, internally illogical, but presented a unique idea with a practical and novel approach and also be scored in the 80s. In a few cases, papers which this reviewer found to be compelling and enlightening received grades somewhat lower than expected or personally desired due precisely to the forced objectivity of the grading system: the opposite was true somewhat more frequently.

Concerning Scoring Methodology

Since a check in the "no" column counted as one point instead of zero points, the LOWEST possible score is 12 (20%). Since this is such an informal scoring system, and since frequency distribution would be unchanged in either case, no attempt has been made to recalculate on base-zero.

In many cases -- particularly in later papers -- explanations are provided for many of the twelve separate evaluation items. These may be of interest to readers, for they further explain the final score.

FORM I

DOCUMENT GRADING

Document Designation: A

Title: AN AESTHETIC THEORY OF SCHOOL VANDALISM

Author: Allen, Vernon L. and David B. Greenberger

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?					X
	Paper logically organized?					X
	Conclusions succinct?					X
SUBSTANCE	Problem important and timely?					X
	A theory is presented?					X
	Unique, novel approach?					X
	Builds on previous research?					X
	Evidence supports conclusions?					X
	Practical applications, National?		X			
	Practical applications, Local?					X
	Further study deserved?					X
TOTAL SCORE						57
PERCENT						95

FORM I

DOCUMENT GRADING

Document Designation: B

Title: THE MASS MEDIA AND SCHOOL CRIME

Author: Altheide, David L.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?		X				
	Terms defined?				X		
	Paper logically organized?				X		
	Conclusions succinct?	X					
SUBSTANCE	Problem important and timely?			X			
	A theory is presented?		X				
	Unique, novel approach?	X					
	Builds on previous research?					X	CONJECTURE
	Evidence supports conclusions?			X			
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?	X					
TOTAL SCORE					28		
PERCENT					47		

FORM I

DOCUMENT GRADING

Document Designation: C

Title: A RATIONALE AND MODEL FOR THE TRAINING OF EDUCATIONAL SPECIALISTS TO WORK WITH DISRUPTIVE YOUTH

Author: Bell, Raymond and Elizabeth Semmel

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?	X				
	Terms defined?			X		
	Paper logically organized?	X				
	Conclusions succinct?	X				
SUBSTANCE	Problem important and timely?					X
	A theory is presented?	X				
	Unique, novel approach?	X				
	Builds on previous research?	X				
	Evidence supports conclusions?	X				
	Practical applications, National?	X				
	Practical applications, Local?				X	
	Further study deserved?				X	
TOTAL SCORE					24	
PERCENT					40	

FORM I

DOCUMENT GRADING

Document Designation: D

Title: JUVENILE OFFENDERS AND THE SCHOOLS

Author: BRISCOE, D.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?				X		
	Conclusions succinct?	X					NO THEORY, NO CONCLUSIONS
SUBSTANCE	Problem important and timely?				X		
	A theory is presented?	X					
	Unique, novel approach?	X					
	Builds on previous research?	X					
	Evidence supports conclusions?			X			NO EVIDNECE, NO CONCLUSIONS
	Practical applications, National?				X		
	Practical applications, Local?					X	
	Further study deserved?				X		
TOTAL SCORE					38		
PERCENT					63		

FORM I

DOCUMENT GRADING

Document Designation: E

Title: DEVIANT SUBCULTURES AND THE SCHOOLS

Author: COLEMAN, JAMES WILLIAM

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?			X			MORE COULD BE DRAWN
SUBSTANCE	Problem important and timely?		X				
	A theory is presented?					X	
	Unique, novel approach?	X					
	Builds on previous research?				X*		*NOT EMPIRICAL: MOSTLY 1960s THEORIES
	Evidence supports conclusions?					X	
	Practical applications, National?	X					
	Practical applications, Local?					X	
	Further study deserved?				X		
TOTAL SCORE						45	
PERCENT						75	

FORM I

DOCUMENT GRADING

Document Designation: F

Title: CHILDREN IN JAIL

Author: Cottle, Thomas J.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?		X			
	Paper logically organized?			X		
	Conclusions succinct?		X			
SUBSTANCE	Problem important and timely?					X
	A theory is presented?	X				
	Unique, novel approach?	X				
	Build: on previous research?			X		
	Evidence supports conclusions?			X		
	Practical applications, National?				X	
	Practical applications, Local?					X
	Further study deserved?			X		
TOTAL SCORE					37	
PERCENT					62	

MUCH MORE COULD HAVE BEEN INCLUDED

FORM I
DOCUMENT GRADING

Document Designation: G

Title: INTRINSIC REWARDS IN SCHOOL CRIME

Author: CSIKSZENTMIHALYI AND LARSON

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?					X
	Paper logically organized?					X
	Conclusions succinct?					X
SUBSTANCE	Problem important and timely?					X
	A theory is presented?					X
	Unique, novel approach?					X
	Builds on previous research?					X
	Evidence supports conclusions?					X
	Practical applications, National?				X	
	Practical applications, Local?					X
	Further study deserved?					X
TOTAL SCORE						59
PERCENT						99

FORM I

DOCUMENT GRADING

Document Designation: H

Title: NEGOTIATING SCHOOL CONFLICTS TO PREVENT STUDENT DELINQUENCY

Author: DE CECCO AND ROBERTS

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?	X				
	Terms defined?	X				
	Paper logically organized?		X			
	Conclusions succinct?	X				
SUBSTANCE	Problem important and timely?			X		
	A theory is presented?		X			
	Unique, novel approach?	X				
	Builds on previous research?	X				
	Evidence supports conclusions?	X				
	Practical applications, National?	X				
	Practical applications, Local?			X		
	Further study deserved?				X	
TOTAL SCORE						19
PERCENT						32

FORM I

DOCUMENT GRADING

Document Designation: I

Title: VANDALISM IN HIGH SCHOOL: AN EXPLORATORY DISCUSSION

Author: DUCEY, Michael H.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?					X
	Paper logically organized?					X
	Conclusions succinct?				X	
SUBSTANCE	Problem important and timely?					X
	A theory is presented?					X
	Unique, novel approach?					X
	Builds on previous research?					X
	Evidence supports conclusions?					X
	Practical applications, National?			X		
	Practical applications, Local?				X	
	Further study deserved?					X
TOTAL SCORE					56	
PERCENT					93	

FORM I

DOCUMENT GRADING

Document Designation: 1

Title: LEGAL LEXICON, LOGICAL LABELING, AND JUVENILE JUSTICE

Author: FELDMAN, RONALD A

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?				X	
	Terms defined?					X
	Paper logically organized?					X
	Conclusions succinct?			X		
SUBSTANCE	Problem important and timely?	X				
	A theory is presented?		X			
	Unique, novel approach?	X				
	Builds on previous research?		X			
	Evidence supports conclusions?	X				
	Practical applications, National?		X			
	Practical applications, Local?				X	
	Further study deserved?				X	
TOTAL SCORE					34	
PERCENT					57	

FORM I

DOCUMENT GRADING

Document Designation: K

Title: THE HUMAN ECOLOGY OF SCHOOL CRIME

Author: GARBARINO, James

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?					X
	Paper logically organized?				X	
	Conclusions succinct?					X
SUBSTANCE	Problem important and timely?					X
	A theory is presented?					X
	Unique, novel approach?					X
	Builds on previous research?					X
	Evidence supports conclusions?					X
	Practical applications, National?				X	
	Practical applications, Local?			X		
	Further study deserved?					X
TOTAL SCORE					56	
PERCENT					93	

FORM I

DOCUMENT GRADING

Document Designation: L

Title: "PLUS CA CHANGE...": SCHOOL CRIME IN AN INSTITUTIONAL PERSPECTIVE

Author: GARRETT, John R., Scott Bass, and Michael D. Casserly

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?	X					
	Terms defined?			X			
	Paper logically organized?	X					
	Conclusions succinct?	X					A)
SUBSTANCE	Problem important and timely?	X					
	A theory is presented?	X					
	Unique, novel approach?		X				
	Builds on previous research?		X				B)
	Evidence supports conclusions?	X					A)
	Practical applications, National?	X					
	Practical applications, Local?			X			
	Further study deserved?	X					
TOTAL SCORE						18	
PERCENT						30	

A) No conclusions.

B) Other program models are not researched, although other school-crime literature is researched. Since the focus of the article is on a program model, that results in this low score.

FORM I
DOCUMENT GRADING

Document Designation: M

Title: SCHOLASTIC EXPERIENCES, SELF-ESTEEM, AND DELINQUENT BEHAVIOR

Author: GOLD, Martin

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?					X
	Paper logically organized?					X
	Conclusions succinct?					X
SUBSTANCE	Problem important and timely?					X
	A theory is presented?					X
	Unique, novel approach?				X	
	Builds on previous research?					X
	Evidence supports conclusions?					X
	Practical applications, National?				X	
	Practical applications, Local?					X
	Further study deserved?				X	
TOTAL SCORE						57
PERCENT						95

FORM I

DOCUMENT GRADING

Document Designation: N

Title: OBSOLESCENCE OF ADOLESCENCE

Author: HRUSKA, Jack

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?				X		A
	Terms defined?				X		A
	Paper logically organized?				X		A
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?				X		
	Unique, novel approach?	X					
	Builds on previous research?					X	
	Evidence supports conclusions?					X	
	Practical applications, National?	X					
	Practical applications, Local?			X			
	Further study deserved?	X					
TOTAL SCORE					42		
PERCENT					70		

A. Reviewer takes exception to some of the premises of the author. Although the paper is internally consistent, it will not withstand attack upon the premises. That is, if the opening paragraph of this paper is not accepted, most of the remainder of the work takes on a different degree of seriousness and importance.

FORM I

DOCUMENT GRADING

Document Designation: 0

Title: SCHOOL VIOLENCE AND THE SOCIAL ORGANIZATION OF HIGH SCHOOLS

Author: IANNI, Francis A.J.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?			X			A
	Paper logically organized?					X	
	Conclusions succinct?			X			B
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?					X	
	Unique, novel approach?		X				
	Builds on previous research?				X		
	Evidence supports conclusions?				X		
	Practical applications, National?	X					
	Practical applications, Local?					X	
	Further study deserved?					X	
TOTAL SCORE						47	
PERCENT						78	

A) There is no discussion of differences between seriousness and frequency of crime-types as this would be affected by the social organization of the school. Further, there is no indication that the author understands the differences that exist within one type of crime that might indicate different social dynamics. That is, vandalism against school property may carry a different meaning than would vandalism against student property.

B) Summary is succinct, the paper lacks much in the way of "conclusions."

FORM I

DOCUMENT GRADING

Document Designation: P

Title: AFFECTIVE EDUCATION: A POSITIVE APPROACH TO SCHOOL CRIME

Author: KAMINSKY, KENNETH

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?	X					
	Conclusions succinct?	X					A
SUBSTANCE	Problem important and timely?				X		
	A theory is presented?		X				B
	Unique, novel approach?	X					
	Builds on previous research?			X			
	Evidence supports conclusions?	X					no conclusions
	Practical applications, National?	X					
	Practical applications, Local?			X			
	Further study deserved?				X		
TOTAL SCORE					31		
PERCENT					52		

A) One sentence in the "conclusions" section negates the premise upon which this entire article is based. See "Problems" section of text.

B) It is more OPINION than THEORY.

FORM I
DOCUMENT GRADING

Document Designation: Q

Title: REBELLION AGAINST AUTHORITY IN HIGH SCHOOLS

Author: KAPLAN, WILLIAM

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?					X
	Paper logically organized?					X
	Conclusions succinct?					X
SUBSTANCE	Problem important and timely?				X	
	A theory is presented?					X
	Unique, novel approach?		X			
	Builds on previous research?					X
	Evidence supports conclusions?					X
	Practical applications, National?			X		
	Practical applications, Local?				X	
	Further study deserved?					X
TOTAL SCORE						53
PERCENT						88

FORM I

DOCUMENT GRADING

Document Designation: R

Title: SCHOOL CRIME AS A FUNCTION OF PERSON-ENVIRONMENT FIT

Author: KULKA, RICHARD A., David W. Mann, and David M. Klingel

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	A)
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?					X	
	Unique, novel approach?					X	
	Builds on previous research?					X	B)
	Evidence supports conclusions?					X	
	Practical applications, National?				X		
	Practical applications, Local?					X	
	Further study deserved?					X	
TOTAL SCORE						59	
PERCENT						99	

A) Although there is no question about this paper being logically organized, it is extremely long and tremendously complicated.

B) The body of the paper is one of the most heavily documented pieces I have ever seen. The opening "statement of the problem," however, is badly outdated. Literature citations are of the wrong sort, and the figures cited are taken at face value. Rewriting of the introductory section would be manditory preceding publication.

FORM I
DOCUMENT GRADING

Document Designation: S

Title: MORALIZATION PARADIGMS, POVERTY, AND SCHOOL CRIME: ANALYSIS AND IMPLICATIONS

Author: LEMING, James S.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?	X					
	Terms defined?		X				
	Paper logically organized?			X			
	Conclusions succinct?			X			
SUBSTANCE	Problem important and timely?	X					
	A theory is presented?	X					A)
	Unique, novel approach?	X					
	Builds on previous research?	X					B)
	Evidence supports conclusions?	X					C)
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?	X					
TOTAL SCORE						17	
PERCENT							

A) A number of theories are presented, but none of them are original, none of them are productions of this author.

B) Builds on previous theories, but not on research into the applicability of the theories to real situations of school crime.

C) Conclusions reflect opinion only.

FORM I

DOCUMENT GRADING

Document Designation: T

Title: POVERTY, SCHOOL CONTROL PATTERNS, AND STUDENT DISRUPTION

Author: LESSER, Philip

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?				X		A)
	Paper logically organized?					X	
	Conclusions succinct?				X		
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?				X		
	Unique, novel approach?		X				B)
	Builds on previous research?					X	
	Evidence supports conclusions?			X			C)
	Practical applications, National?					X	
	Practical applications, Local?		X				
	Further study deserved?					X	
TOTAL SCORE					49		
PERCENT					82		

A) Could have been tighter. I am confused about some of the conclusions because I am not sure what is meant by (included within) "disruption."

B) Approach is weakest point. There are no practical recommendations based on findings from the literature. Findings seem to be restatement of author's bias.

C) This reviewer had the feeling that the conclusions were forced by the author's bias.

FORM I

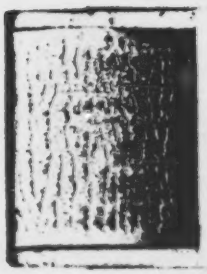
DOCUMENT GRADING

Document Designation: U

Title: SCHOOL, ALIENATION, AND DELINQUENCY

Author: LIAZOS, Alexander

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?		X				
	Conclusions succinct?			X			
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?					X	
	Unique, novel approach?					X	
	Builds on previous research?			X			
	Evidence supports conclusions?				X		mostly opinion
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?	X					
TOTAL SCORE						40	
PERCENT						67	



FORM I

DOCUMENT GRADING

Document Designation: V

Title: SCHOOL CRIME AND BELONGINGNESS

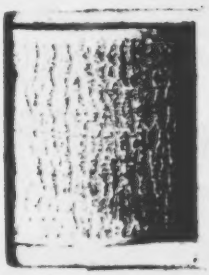
Author: MAC DONALD, SCOTT and Chester Oden, Jr

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?		X				A)
	Terms defined?				X		
	Paper logically organized?		X				A)
	Conclusions succinct?				X		
SUBSTANCE	Problem important and timely?			X			B)
	A theory is presented?		X				C)
	Unique, novel approach?	X					
	Builds on previous research?	X					
	Evidence supports conclusions?				X		
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?	X					
TOTAL SCORE						26	
PERCENT						43	

A) This seems to be a story of a Job Corps camp during the history of which a few questions occurred to the Administrators who in turn were able to locate funding for related research -- which is now reported here.

B) I suppose the ability to get a volunteer program involving high-risk youth to cooperate with the rules and regulations is important, but it certainly is a small field, and one that changes with the constraints impinging on each different institution of this kind throughout the country.

C) The underlying theory is probably something like behavior modification, but the authors appear to be inventing this one as they go along, and there is no reference to theoretical bases for projects undertaken.



FORM I

DOCUMENT GRADING

Document Designation: W

Title: SCHOOLS: ANTIQUATED SYSTEMS OF SOCIAL CONTROL

Author: MARROLA, Joseph A; John H. McGrath, and J. Sherwood Williams

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?		X				RAMBLE
	Terms defined?	X					A)
	Paper logically organized?	X					B)
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?		X				
	A theory is presented?				X		
	Unique, novel approach?	X					
	Builds on previous research?		X				
	Evidence supports conclusions?	X					
	Practical applications, National?			X			
	Practical applications, Local?			X			
	Further study deserved?					X	
TOTAL SCORE						30	
PERCENT						50	

A) Authors fail to differentiate between different kinds of crimes, or between the difference between criminal and disciplinary misbehaviors. As a result, paper lacks focus and tends to wander about the topic.

B) The paper read as if it had not been written from an outline. That is, paragraphs did not present single ideas, and groups of pages under one heading did not support the heading. This work was very difficult to read, and had to be read three times before the meaning could be derived.

FORM I

DOCUMENT GRADING

Document Designation: X

Title: CRIME AND PUNISHMENT IN THE SCHOOLING PROCESS: A HISTORICAL ANALYSIS

Author: NEWMAN, JOAN and Graeme Newman

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?					X	
	Unique, novel approach?					X	A)
	Builds on previous research?					XX	
	Evidence supports conclusions?					X	
	Practical applications, National?					X	
	Practical applications, Local?					X	
	Further study deserved?					X	B)
TOTAL SCORE						60	
PERCENT						100	

A) The approach is not unique or novel in academic circles, but it is very difficult for the public -- or the administrator of a violent school -- to feel much sympathy for an historical perspective. That, of course, is just what the authors of this paper are driving at: that an inability to appreciate the historical sense of violence against students and (resultant?) violence against schools is destined to continue the problem in a viscious circle unless something is done.

B) Not further study, but viable alternatives that can be used as substitutes as corporal punishment is outlawed (by Executive Order?).

FORM I

DOCUMENT GRADING

Document Designation: Y

Title: ORDER AND DISRUPTION IN A DESEGREGATED HIGH SCHOOL

Author: NOBLIT, George W. and Thomas W. Collins

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?	X					A)
	Terms defined?	X					B)
	Paper logically organized?			X			C - A)
	Conclusions succinct?						
SUBSTANCE	Problem important and timely?				X		
	A theory is presented?				X		
	Unique, novel approach?					X	
	Builds on previous research?	X					
	Evidence supports conclusions?	X					D)
	Practical applications, National?	X					
	Practical applications, Local?				X		
	Further study deserved?					X	
TOTAL SCORE					30		
PERCENT					50		

A) Authors were asked to write about a theory of school-based crime and/or violence. What is presented here manages to end up with a theory, but only by accident. This paper really is a report of ethnographic research in a school. From THAT perspective, the problems are defined, but not from the perspective with which other papers in this set are being judged.

B) Authors seem to make no distinction between disroders and crimes. Within possible crime groups, authors make no distinction.

C) Again, it depends whether you judge this work as a report of a study (in which case it deserves a "5"), or as a discourse on a theory (in which case it deserves a "1"). I leave it to other readers to decide.

D) For some reason, a second school is suddenly introduced in the "conclusions" section of this paper -- and discussed with respect to the probable success of combining the negotiated and bureaucratic management styles. Not only does this violate writing-structure rules about what can go into a summary/conclusion section, it introduces NEW information upon which elements of their theory is based.

FORM I

DOCUMENT GRADING

Document Designation: 7

Title: HUMAN RELATIONS IN SCHOOL SETTINGS

Author: ODEN, Chester W., JR. and W. Scott Mac Donald

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?				X		
	Terms defined?					X	
	Paper logically organized?		X				A)
	Conclusions succinct?		X				B)
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?					X	
	Unique, novel approach?	X					
	Builds on previous research?		X				
	Evidence supports conclusions?		X				B)
	Practical applications, National?	X					
	Practical applications, Local?				X		
	Further study deserved?				X		
TOTAL SCORE					37		
PERCENT					62		

A) Paper seemed to ramble. Too many examples are provided of situations that were, on thier surface, quite obvious.

B) Little difference between the premises and the conclusions.

FORM I
DOCUMENT GRADING

Document Designation: AA

Title: THE CREATION OF DEVIANT BEHAVIOR IN AMERICAN HIGH SCHOOLS

Author: PHILLIPS, JOHN C.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?				X		
	A theory is presented?					X	
	Unique, novel approach?					X	A)
	Builds on previous research?					XX	
	Evidence supports conclusions?					XX	
	Practical applications, National?			X			
	Practical applications, Local?				X		
	Further study deserved?					X	
TOTAL SCORE						56	
PERCENT						93	

A) The rigeur of the methodology is perhaps more novel than the theme.

FORM I

DOCUMENT GRADING

Document Designation: BB

Title: AN INTEGRATED COMMUNITY-BASED APPROACH TO DIAG. AND TREAT. OF DIST. BEHAVIORS.

Author: POOLEY, RICHARD C.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?		X			
	Terms defined?	X				
	Paper logically organized?	X				
	Conclusions succinct?	X				
SUBSTANCE	Problem important and timely?				X	
	A theory is presented?	X				
	Unique, novel approach?	X				
	Builds on previous research?					X
	Evidence supports conclusions?	X				
	Practical applications, National?	X				
	Practical applications, Local?	X				
	Further study deserved?	X				
TOTAL SCORE					20	
PERCENT					33	

NO CONCLUSIONS

FORM I

DOCUMENT GRADING

Document Designation: CC

Title: SCHOOL CRIME AND CONDUCT DISORDER

Author: QUAY, HERBERT C.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?					X
	Paper logically organized?					X
	Conclusions succinct?					X
SUBSTANCE	Problem important and timely?					X
	A theory is presented?					X
	Unique, novel approach?		X			
	Builds on previous research?					X
	Evidence supports conclusions?					X
	Practical applications, National?				X	
	Practical applications, Local?					X
	Further study deserved?					X
TOTAL SCORE						56
PERCENT						93

FORM I

DOCUMENT GRADING

Document Designation: DD

Title: COPING WITH VANDALISM IN FAMILY, SCHOOL, AND COMMUNITY

Author: REILLY, DENNIS M.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?	X					
	Terms defined?	X					
	Paper logically organized?					X	
	Conclusions succinct?			X			
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?	X					OPINION ONLY
	Unique, novel approach?	X					
	Builds on previous research?		X				
	Evidence supports conclusions?	X					
	Practical applications, National?	X					
	Practical applications, Local?			X			
	Further study deserved?	X					
TOTAL SCORE						25	
PERCENT						42	

FORM I

DOCUMENT GRADING

Document Designation: EE

Title: POVERTY AND DELINQUENCY: A THEORETICAL REVIEW

Author: HYMAN, Rodman

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?		X				A)
	Terms defined?				X		B)
	Paper logically organized?	X					
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?			X			THE PROBLEM IS ACADEMIC
	A theory is presented?					X	
	Unique, novel approach?	X					C)
	Builds on previous research?					XX	
	Evidence supports conclusions?					X	
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?		X				
TOTAL SCORE						35	
PERCENT						58	

A) It was very difficult to figure out where this author was going with his argument. Only 2/3 of the way through did it finally come clear. Although there is a clear problem statement in the beginning of the work, it is not really the problem that is being addressed.

B) Internally terms are defined: globally, they are not. That is, when terms are used within the context of the theories being discussed, author provides reasonable explanations. On the other hand, this paper is speaking of delinquent behavior and gang behavior without bothering to explain the KINDS of delinquent or gang behavior is intended.

C) This work was presented originally -- almost in this form, according to the author -- in 1967 in the President's Task Force Report on Juvenile Delinquency. This reviewer admits to some surprise that the author has been so unsuccessful in getting this theory "bought" by an academic audience in the past eleven years. This surprise translates into caution concerning the validity of the theory.

FORM I

DOCUMENT GRADING

Document Designation: FF

Title: TRENDS IN STUDENT VIOLENCE AND CRIME IN SECONDARY SCHOOLS FROM 1950 TO 1975

Author: RUBEL, Robert J.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?				X		A)
	A theory is presented?					X	
	Unique, novel approach?				X		B)
	Builds on previous research?					XX	
	Evidence supports conclusions?					X	
	Practical applications, National?					X	
	Practical applications, Local?					X	
	Further study deserved?				X		C)
TOTAL SCORE						57	
PERCENT						95	

A) Being as objective as possible, I would comment that although I thought the problem was timely and important before reading this paper, I am now convinced that the problem is less important than I had believed.

B) The uniqueness of the approach lies not in the nature of the analysis -- historical interpretation -- but in the fact that this article is willing and able to debunk popular opinion and myth.

C) Normally, I would comment that some follow-up study should be commissioned to verify these findings. Since the Safe School Study of the National Institute of Education is a subsequent and verifying study, no further research is required.

FORM I

DOCUMENT GRADING

Document Designation: GG

Title: ASSUMPTIONS UNDERLYING PROGRAMS USED TO PREVENT OR REDUCE STUDENT VIOLENCE IN SECONDARY SCHOOLS

Author: RUBEL, Robert J.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?			X			A)
	A theory is presented?					X	
	Unique, novel approach?	X					B)
	Builds on previous research?					X	
	Evidence supports conclusions?				X		C)
	Practical applications, National?					X	
	Practical applications, Local?					X	
	Further study deserved?					X	
TOTAL SCORE						53	
PERCENT						88	

A) The problem is really an academic one, and only important and timely if you happen to be working in this small field.

B) The approach is not new or unusual -- the approach simply is that one should use reason and thoughtfullness when planning a program.

C) More development of the theme about the utility/nonutility of addressing individual and group motivations would be useful.

FORM I

DOCUMENT GRADING

Document Designation: HH

Title: SCHOOL AND COMMUNITY LINKAGES IN SOCIALIZATION: AVENUES OF ALIENATION

Author: SCHERER, JACQUELINE

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?				X		A)
	A theory is presented?				X		MORE OF A MODEL
	Unique, novel approach?		X				B)
	Builds on previous research?					X	
	Evidence supports conclusions?					X	
	Practical applications, National?		X				C)
	Practical applications, Local?		X				C)
	Further study deserved?			X			
TOTAL SCORE						47	
PERCENT						78	

A) The problem of socialization linkages is timeless and ongoing. Its importance depends on the attitudes of the person making the judgement.

B) Not so unique, but perhaps better integrated than previous efforts.

C) Normally, I would rave about the need for inter-governmental coordination and cooperation consistent with the lessons taught in this paper. However, having previously served as staff the the Interdepartmental Council to Coordinate All Federal Juvenile Delinquency Programs -- and remaining familiar with the lack of success that Council has realized to this day -- I am loath to suggest any National utility from this document.

FORM I

DOCUMENT GRADING

Document Designation: II

Title: ALTERNATIVE SCHOOL: BIG LESSONS FROM A SMALL PLACE

Author: SHLIEN, John M. and Hayden A. Duggan

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?		X				A)
	Terms defined?	X					
	Paper logically organized?	X					
	Conclusions succinct?	X					
SUBSTANCE	Problem important and timely?		X				
	A theory is presented?			X			
	Unique, novel approach?	X					
	Builds on previous research?		X				B)
	Evidence supports conclusions?	X					
	Practical applications, National?	X					
	Practical applications, Local?			X			
	Further study deserved?			X			
TOTAL SCORE						21	
PERCENT						35	

A) I think there are two problems being discussed in this article, but the entire work is so long, rambling, and confusing I cannot quite tell.

B) Although it builds on some small amount of academic and practical experience (only three references, however), it fails completely to review the literature respecting special schools for the severely disruptive. This reviewer knows of many "alternative schools" funded as parts of the "regular" school system that have achieved impressive results with the same kinds of youth.

FORM I

DOCUMENT GRADING

Document Designation: JJ

Title: CRIME AND DISRUPTION AMONG APPALACHIAN STUDENTS: A PERSONAL RESPONSE

Author: SNIDER, Sarah J.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?				X		A)
	Paper logically organized?					X?	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?				X		
	A theory is presented?					X	
	Unique, novel approach?		X				
	Builds on previous research?			X			B)
	Evidence supports conclusions?					X	
	Practical applications, National?				X		
	Practical applications, Local?					X	
	Further study deserved?					X	
TOTAL SCORE						52	
PERCENT						87	

A) Author seemed to include a wide range of behavioral problems in the category of "crime."

B) Although there were no citations, author was probably the case-study. This reviewer knows of no other literature upon which the author could have drawn.

FORM I

DOCUMENT GRADING

Document Designation: KK

Title: THE SOCIAL PATTERNING OF DEVIANT BEHAVIORS IN SCHOOL

Author: TINTO, Vincent; Elena Paolillo; and Francis Cullen

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?					X
	Paper logically organized?					X
	Conclusions succinct?					X
SUBSTANCE	Problem important and timely?				X	
	A theory is presented?					X
	Unique, novel approach?				X	
	Builds on previous research?					X
	Evidence supports conclusions?					X
	Practical applications, National?				X	
	Practical applications, Local?				X	
	Further study deserved?				X	
TOTAL SCORE						55
PERCENT						92

FORM I
DOCUMENT GRADING

Document Designation: LL

Title: SCHOOL, DELINQUENCY, AND THE "YOUTH CULTURE" IN BRITAIN AND NORTH AMERICA

Author: TRASLER, GORDON

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?	X					
	Terms defined?	X					
	Paper logically organized?			X			SUMMARY ONLY,
	Conclusions succinct?	X					NO CONCLUSIONS
SUBSTANCE	Problem important and timely?	X					
	A theory is presented?	X					
	Unique, novel approach?	X					
	Builds on previous research?					X	
	Evidence supports conclusions?			X			AS ABOVE
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?	X					
TOTAL SCORE						20	
PERCENT						33	

FORM I

DOCUMENT GRADING

Document Designation: MM

Title: DELINQUENCY, CORPORAL PUNISHMENT, AND THE SCHOOLS

Author: WELSH, RALPH S.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?		X				
	Terms defined?	X					A)
	Paper logically organized?	X					B)
	Conclusions succinct?					X	C)
SUBSTANCE	Problem important and timely?				X		
	A theory is presented?		X				
	Unique, novel approach?	X					NO APPROACH GIVEN
	Builds on previous research?		X				D)
	Evidence supports conclusions?		X				
	Practical applications, National?			X			
	Practical applications, Local?			X			
	Further study deserved?			X			
TOTAL SCORE						29	
PERCENT						48	

A) Not only does author fail to describe the types of corporal punishment on which he is focusing in various parts of the article, but there is no indication of understanding of specific crime-types that might particularly obtain from corporal punishment.

B) Paper rambles. It feels as if it were written without an outline.

C) That the conclusions are succinct is somewhat amazing. This reviewer must conclude that this section was written first, and the remainder of the paper was supposed to support this division. Unfortunately it failed to do that.

D) Although it is almost beyond belief of this reviewer, author has managed to write an article on corporal punishment without reference to any of the excellent and prolific works of the National Center for Study of Corporal Punishment and Alternative Education, Temple University.

FORM I

DOCUMENT GRADING

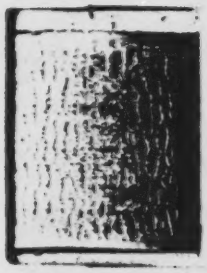
Document Designation: NN

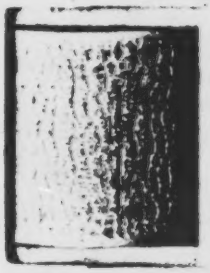
Title: A PREPARADIGMATIC FIELD: A REVIEW OF RESEARCH ON SCHOOL VANDALISM

Author: ZWEIG, April, and Michael H. Ducey

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?			X			A)
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?			X			NOT APPLICABLE
	Unique, novel approach?			X			NOT APPLICABLE
	Builds on previous research?					X	
	Evidence supports conclusions?					X	
	Practical applications, National?				X		
	Practical applications, Local?				X		
	Further study deserved?					X	
TOTAL SCORE						52	
PERCENT						87	

A) Although authors discuss the problem that the field is not well understood because there is not much agreement between school districts about what "vandalism" is, they fail to provide any enlightment for readers in this area.





FORM I

DOCUMENT GRADING

Document Designation: 2A

Title: THE FEAR OF SCHOOL-BASED CRIMES AND RATIONAL RESPONSES

Author: LAVITZ, Leonard; Lalli, Michael; and Lawrence Rosen

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?				X		A)
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?			X			B)
	Unique, novel approach?			X			C)
	Builds on previous research?			X			
	Evidence supports conclusions?					X	
	Practical applications, National?					X	
	Practical applications, Local?					X	
	Further study deserved?					X	
TOTAL SCORE						53	
PERCENT						88	

A) In this study of "fear" on the parts of students, there is no scaling of the degree of fear. As such, readers are left to interpret these findings in light of personal experience and imagination.

B) Findings from a study are presented, not a theory.

C) The study of fear of students by other students is a new research topi but the methodological approach is not new.

D) There is no other related research: this is new ground.

FORM I

DOCUMENT GRADING

Document Designation: 2B

Title: STUDENT SOCIAL STRUCTURES AND SUBCULTURES AS FACTORS IN SCHOOL CRIME: TOWARD A PARADIGM

Author: TYGART, C.E.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?		X				
	Terms defined?	X					
	Paper logically organized?	X					
	Conclusions succinct?	X					
SUBSTANCE	Problem important and timely?		X				
	A theory is presented?	X					
	Unique, novel approach?	X					
	Builds on previous research?	XX					
	Evidence supports conclusions?			X			A)
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?	X					
TOTAL SCORE						16	
PERCENT						27	

A) Yes! Evidence supports conclusions -- it is just that the author has failed to use current theorists, and the conclusions thus reflect partial and outdated knowledge. This should be scored a "5" since the conclusions followed. Emotionally, this reviewer cannot so score this entry.

FORM I

DOCUMENT GRADING

Document Designation: 2C

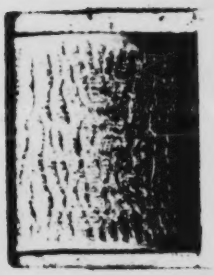
Title: TEACHER PREPARATION AND SELECTION MAKES A DIFFERNECE IN PREVENTING SCHOOL VAND.

Author: BLACK, Lee Roy

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?		X				A)
	Paper logically organized?				X		B)
	Conclusions succinct?			X			
SUBSTANCE	Problem important and timely?				X		Depends on one's point of view.
	A theory is presented?	X					OPINION
	Unique, novel approach?					X	
	Builds on previous research?		X				
	Evidence supports conclusions?	X					
	Practical applications, National?			X			
	Practical applications, Local?				X		
	Further study deserved?				X		
TOTAL SCORE						38	
PERCENT						63	

A) Readers are not left with a clear understanding of the audience of students represent the target population to be taught by ex-inmates. Although learning-disabled are clearly one such group, there are indications that other high-risk youth are to be involved.

B) The paper is logical enough, it is just that issues of applicability of the recommendations to vandalism in schools is glossed over so quickly that conclusions do not really make sense in terms of the title of the paper. Paper is probably mistitled. Paper probably does not belong in this collection.



FORM I

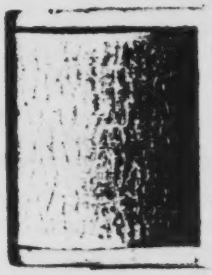
DOCUMENT GRADING

Document Designation: 2D

Title: THEORETICAL PERSPECTIVES ON SCHOOL CRIME: MODEL FOR SYNTHESIS

Author: CERNKOVICH, Stephen A; and R. Serge Denisoff

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?				X		
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?				X		
SUBSTANCE	Problem important and timely?	X					
	A theory is presented?					X	
	Unique, novel approach?	X					
	Builds on previous research?			X			OUTDATED
	Evidence supports conclusions?				X		
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?	X					
TOTAL SCORE					35		
PERCENT					58		



NOTE: THIS IS ONE OF THOSE PAPERS THAT IS RECEIVING A FALSELY LOW GRADE. THIS WAS A SPECTACULAR PIECE OF RESEARCH IN THE EARLY 1970s, BUT ITS PLACEMENT HERE -- GRADED FOR TIMELINESS AND FEDERAL IMPACT IN 1979 -- LEAVES LITTLE CHANCE FOR HIGH MARKS. THIS PAPER, AND THE REPORT ON WHICH IT IS BASED, SHOULD BE BASIC READINGS.

FORM I

DOCUMENT GRADING

Document Designation: 2E

Title: STATE FORMATION AND THE EXPANSION OF THE AUTONOMY OF YOUTH

Author: CHASE-DUNN, Christopher; John W. Meyer; and James Inverarity

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?			X			A)
	Terms defined?	X					B)
	Paper logically organized?		X				C)
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?			X			But it was in 1971!
	A theory is presented?					X	
	Unique, novel approach?			X			It was then.
	Builds on previous research?			X			Original research.
	Evidence supports conclusions?					X	
	Practical applications, National?			X			D)
	Practical applications, Local?			X			
	Further study deserved?			X			
TOTAL SCORE					39		
PERCENT					65		

A) Since this is a review of a research project, there is no "problem" per se.

B) I am afraid to say that authors fail to discuss "disruption" and "crime" in terms that will allow common understanding. This is a shame, for they do an outstanding job of that in thier full-scale final report of this study.

C) In an attempt to summarize their study of 1971, authors have created an article rather by committee, it seems. Sections that should be paragraphs appear and paragraphs hold more than one idea.

D) When this paper first came out, it was one of the MAJOR research pieces that convinced Congress not to intervene in highschool riots. Also, since this work was funded by the Law Enforcement Assistance Administration, it can be viewed as the earliest piece of LEAA-supported research on violence in schools.

FORM I

DOCUMENT GRADING

Document Designation: 2F

Title: SCHOOL CRIME, POWER, AND FREEDOM

Author: DAVID, Robert L; and Alan Jay Lincoln

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?		X				
	Terms defined?	X					CRIME? VANDALISM?
	Paper logically organized?		X				
	Conclusions succinct?		X				
SUBSTANCE	Problem important and timely?		X				
	A theory is presented?			X			
	Unique, novel approach?	X					
	Builds on previous research?		X				A)
	Evidence supports conclusions?			X			
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?	X					
TOTAL SCORE					21		
PERCENT					39		

A) The cited literature is largely that of popular books on schools and schooling written in the late 1960s. Very little citation was made of delinquency scholars or of works in the area of school-crime.

FORM I
DOCUMENT GRADING

Document Designation: 2G

Title: LABELING DELINQUENT BEHAVIOR IN THE PUBLIC SCHOOLS: PITFALLS AND POTENTIAL

Author: FELDMAN, Ronald

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?		X				
	A theory is presented?					X	
	Unique, novel approach?	X					
	Builds on previous research?					X	
	Evidence supports conclusions?					X	
	Practical applications, National?		X				
	Practical applications, Local?		X				
	Further study deserved?	X					OPINION
TOTAL SCORE						43	
PERCENT						72	

FORM I

DOCUMENT GRADING

Document Designation: 2H

.S Title: CONCEPTIONS, DIAGNOSTIC STEREOTYPES, AND THE PROCESSING OF DELINQUENTS: A COMMENT AND NEED FOR UNDERSTANDING

Author: KELLY, Delos H.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?			X			
	Terms defined?			X			A)
	Paper logically organized?				X		B)
	Conclusions succinct?			X			
SUBSTANCE	Problem important and timely?		X				
	A theory is presented?				X		
	Unique, novel approach?	X					
	Builds on previous research?				X		
	Evidence supports conclusions?					X	
	Practical applications, National?				X		
	Practical applications, Local?				X		
	Further study deserved?				X		
TOTAL SCORE					41		
PERCENT					68		

A) Terms are defined in the sense that readers will understand issues related to labeling and diagnosing of youth: on the other hand, author never engages the question of the definitions of delinquency (formal or informal).

B) But there is only one major section.

FORM I

DOCUMENT GRADING

Document Designation: 21

Title: CUMULATIVE AND EXPLORATORY DELINQUENCY

Author: Leob, Rita

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?				X		A)
	Paper logically organized?			X			B)
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?		X				
	A theory is presented?				X		
	Unique, novel approach?	X					
	Builds on previous research?					X	
	Evidence supports conclusions?					X	
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?	X					
TOTAL SCORE					37		
PERCENT					82		

A) This reviewer would have found it somewhat more useful to have examples provided of behavior commonly undertaken by nongang/informal groups that would clearly differentiate them from the gang groups.

B) The paper reads as if it were written for publication in a research journal. It is not very useful for a lay audience. Many complicated charts and use of professional research jargon detracts from the content.

FORM I

DOCUMENT GRADING

Document Designation: 2J

Title: CITIZEN INVOLVEMENT IN EDUCATIONAL DECISION MAKING AS A DETERMINANT OF SCHOOL CRIME AND DELINQUENCY

Author: PINK, William T.; and David E. Kapel

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?				X		
	Terms defined?				X		
	Paper logically organized?				X		
	Conclusions succinct?				X		
SUBSTANCE	Problem important and timely?	X					
	A theory is presented?		X				A PROPOSAL IS OFFERED
	Unique, novel approach?					X	
	Builds on previous research?					X	
	Evidence supports conclusions?			X			DEBATABLE
	Practical applications, National?	X					
	Practical applications, Local?	X					
	Further study deserved?	X					
TOTAL SCORE					35		
PERCENT					58		

FORM I
DOCUMENT GRADING

Document Designation: 2K

Title: VIOLENT ACTS IN THE SECONDARY SCHOOL: AN INADVERTANTLY REINFORCED BEHAVIOR

Author: Sabatino, David L.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?	X				
	Terms defined?	X				
	Paper logically organized?	X				
	Conclusions succinct?	X				
SUBSTANCE	Problem important and timely?		X			
	A theory is presented?	X				
	Unique, novel approach?	X				
	Builds on previous research?	X				
	Evidence supports conclusions?	X				
	Practical applications, National?	X				
	Practical applications, Local?	X				
	Further study deserved?	X				
TOTAL SCORE						13
PERCENT						22

FORM I

DOCUMENT GRADING

Document Designation: 2L

Title: A MODEL FOR DELINQUENCY PREVENTION IN AN URBAN ELEMENTARY SCHOOL

Author: WERBER, Bruce S.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?						
	Terms defined?			X			NOT APPLICABLE
	Paper logically organized?					X	
	Conclusions succinct?					X	
						X	
SUBSTANCE	Problem important and timely?						
	A theory is presented?			X			?
	Unique, novel approach?	X					
	Builds on previous research?	X					
	Evidence supports conclusions?						
	Practical applications, National?			X			?
	Practical applications, Local?	X		X			NOT APPLICABLE
	Further study deserved?	X					
		X					
TOTAL SCORE					32		
PERCENT					53		

FORM I

DOCUMENT GRADING

Document Designation: 3-A

Title: PERSPECTIVES ON ABSENTEEISM IN HIGH SCHOOLS

Author: BIRMAN, Beatrice F. and Gary Natuiello

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?				X		A)
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?					X	
	Unique, novel approach?				X		B)
	Builds on previous research?					X	
	Evidence supports conclusions?					X	
	Practical applications, National?				X		
	Practical applications, Local?				X		
	Further study deserved?		X				
TOTAL SCORE						53	
PERCENT						88	

A) Distinction is not made between whole-day absenteeism and class-cutting. Since there is a difference of impact upon the social climate of the school, this reviewer misses the additional commentary.

B) The approach is one of reasoned analysis. That is not new -- what is new is that reasoned analysis would ever be applied to causes of absenteeism.

FORM I

DOCUMENT GRADING

Document Designation: 3-B

Title: UNDERSTANDING VANDALISM

Author: BLAUVELT, Peter D.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?				X		
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?				X		
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?					X	
	Unique, novel approach?					X	
	Builds on previous research?				X		A)
	Evidence supports conclusions?					X	
	Practical applications, National?			X			
	Practical applications, Local?					X	
	Further study deserved?					X	
TOTAL SCORE						55	
PERCENT						92	

A) There is no research to compare with the pragmatic experience presented in this paper. Also, there is no research into social costs of vandalism.

FORM I

DOCUMENT GRADING

Document Designation: 3-C

Title: COMBAT NEUROSIS IN INNER-CITY SCHOOLS

Author: BLOCH, Alfred M. MD

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?				X		
	Unique, novel approach?				X		A)
	Builds on previous research?					X	
	Evidence supports conclusions?					X	
	Practical applications, National?				X		
	Practical applications, Local?					X	
	Further study deserved?					X	
TOTAL SCORE						57	
PERCENT						95	

A) The clinical studies are not novel, but the subject -- battered teachers -- is novel.

FORM I

DOCUMENT GRADING

Document Designation: 3-D

Title: PREDELINQUENT BEHAVIOR IN MALES: PERSPECTIVES AND SUGGESTIONS

Author: CROSS, Herbert and Marilyn Kohl

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?				X		
	Terms defined?		X				A)
	Paper logically organized?						
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?			X			
	A theory is presented?				X		
	Unique, novel approach?		X				
	Builds on previous research?					X	
	Evidence supports conclusions?					X	
	Practical applications, National?	X					
	Practical applications, Local?			X			
	Further study deserved?		X				
TOTAL SCORE					36		
PERCENT					60		

A)

There is very little discussion of differentiation between discipline/violence/delinquent/predelinquent behavior. No formal definition of predelinquent behavior as interpreted by the authors, although they spend a great deal of time explaining that "delinquency" means different things to different people.

FORM I

DOCUMENT GRADING

Document Designation: 3-E

Title: THE ETHNOGRAPHER IN THE SCHOOL

Author: DESLONDE, James L.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?				X		
	Terms defined?			X			NA
	Paper logically organized?				X		
	Conclusions succinct?				X		
SUBSTANCE	Problem important and timely?					X	A)
	A theory is presented?			X			NA
	Unique, novel approach?				X		B)
	Builds on previous research?					X	C)
	Evidence supports conclusions?					X	
	Practical applications, National?					X	D)
	Practical applications, Local?					X	
	Further study deserved?					X	
TOTAL SCORE					52		
PERCENT					87		

A) This reviewer believes that ethnographic research into school-based crime and violence is a blossoming field.

B) Ethnographic research is not novel; conducting ethnographic research in schools on the topic of violence/crime is novel.

C) The research upon which this would be build is the TRAINING required of the researcher that he was able to be certified by the NIE subcontra for use on this project. There is no previous academic research of this kind.

D) Findings -- and indeed, the entire ethnographic study -- were included by HEW into the Safe Schools Study Report to Congress.

FORM I

DOCUMENT GRADING

Document Designation: 3-F

Title: ARE STUDENTS BEHAVING WORSE THAN THEY USED TO BEHAVE?

Author: DOYLE, Walter

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?				X		OPINION
	A theory is presented?				X		
	Unique, novel approach?				X		A)
	Builds on previous research?				X		B)
	Evidence supports conclusions?					XX	
	Practical applications, National?					X	
	Practical applications, Local?					X	
	Further study deserved?		X				
TOTAL SCORE						53	
PERCENT						88	

A) Only three other persons have made time-comparison studies of violence in schools, and no other persons have selected this particular 90-year span.

B) The works of Sanders (Juvenile Offenders for a Thousand Years), and Rubel (The Unruly School) were omitted. Considering that these are rather basic works for anyone interested in the history of violence in schools, their omission is unfortunate. On the other hand, the author has been able to put a credable argument together without these other citations.

FORM I
DOCUMENT GRADING

Document Designation: 3-G

Title: STUDENT BEHAVIOR, THE DEPERSONALIZATION OF BLAME, AND THE SOCIETY OF VICTIMS

Author: DUKE, Daniel L.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?					X
	Paper logically organized?					X
	Conclusions succinct?					X
SUBSTANCE	Problem important and timely?					X
	A theory is presented?					X
	Unique, novel approach?					X
	Builds on previous research?					X
	Evidence supports conclusions?					X
	Practical applications, National?			X		
	Practical applications, Local?					X
	Further study deserved?				X	
TOTAL SCORE						57
PERCENT						95

FORM I
DOCUMENT GRADING

Document Designation: 3-H

Title: FEAR, SOCIAL CONTROL, AND THE SOCIALIZATION TO VIOLENCE IN SCHOOLS

Author: GROSKIN, Richard R.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?				X		
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?				X		A)
	A theory is presented?					X	
	Unique, novel approach?				X		
	Builds on previous research?					XX	
	Evidence supports conclusions?					X	
	Practical applications, National?		X				
	Practical applications, Local?				X		
	Further study deserved?				X		
TOTAL SCORE						52	
PERCENT						87	

A) Yes, but rather academic treatment.

FORM I
DOCUMENT GRADING

Document Designation: 3-I

Title: FACTORS AFFECTING THE ADJUSTMENT OF URBAN PROBLEM STUDENTS TO SCHOOL

Author: Perry, Roger H.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?				X	
	Terms defined?		X			
	Paper logically organized?			X		
	Conclusions succinct?				X	
SUBSTANCE	Problem important and timely?					X
	A theory is presented?			X		
	Unique, novel approach?			X		
	Builds on previous research?			X		
	Evidence supports conclusions?			X		
	Practical applications, National?		X			
	Practical applications, Local?				X	
	Further study deserved?				X	
TOTAL SCORE						32
PERCENT						53

FORM I

DOCUMENT GRADING

Document Designation: 3-J

Title: SCHOOL TEAM TRAININGS FOR REDUCING VIOLENCE IN SCHOOLS: THE PRAGMATIC ANSWER TO THEORETICAL CONSTRUCTS

Author: RUBEL, Robert J.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?					X	
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?				X		
	Unique, novel approach?					X	
	Builds on previous research?				X		A)
	Evidence supports conclusions?					X	
	Practical applications, National?					X	
	Practical applications, Local?					X	
	Further study deserved?			X			
TOTAL SCORE						56	
PERCENT						93	

A) It sounds as if it does, but there are no citations.

FORM I

DOCUMENT GRADING

Document Designation: 3-K

Title: UNDERSTANDING SCHOOL-BASED VIOLENCE: A LITANY OF ISSUES

Author: RUBEL, Robert J.

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5	
MECHANICS	Problem clearly stated?					X	
	Terms defined?					X	
	Paper logically organized?				X		A)
	Conclusions succinct?					X	
SUBSTANCE	Problem important and timely?					X	
	A theory is presented?				X		
	Unique, novel approach?					X	B)
	Builds on previous research?					X	C)
	Evidence supports conclusions?					X	
	Practical applications, National?					X	
	Practical applications, Local?					X	
	Further study deserved?			X			
TOTAL SCORE						56	
PERCENT						97	

A) Some of the headings are confusing to follow: there are four levels of headings and subheadings, and they don't seem to flow evenly.

B) The idea that a field of study is either difficult to understand or that the information about that field is misleading is not new: that these charges are leveled at this field of study is relatively new. There is no other source for such a condensed analysis and guide to problems of understanding this area.

C) When it was written, this represented BASIC RESEARCH.

FORM I

DOCUMENT GRADING

Document Designation: 3-L

Title: PREVENTABLE PROPERTY DAMAGE: VANDALISM AND BEYOND

Author: Thaw, Richard F. and David Feldman

DIMENTION	CHARACTERISTIC	NO 1	2	3	4	YES 5
MECHANICS	Problem clearly stated?					X
	Terms defined?					X
	Paper logically organized?					X
	Conclusions succinct?					X
SUBSTANCE	Problem important and timely?					X
	A theory is presented?					X
	Unique, novel approach?					X
	Builds on previous research?					X
	Evidence supports conclusions?					X
	Practical applications, National?				X	
	Practical applications, Local?					X
	Further study deserved?					X
TOTAL SCORE						59
PERCENT						99